DOCUMENT RESUME

ED 252 832 CS 007 902

AUTHOR Burkle, Candace Regan; Marshak, David
TITLE hm Study Skills Program, Level I. Student Text.
INSTITUTION National Association of Elementary School Principals, Arlington, VA.; National Association of Secondary School Principals, Reston, Va.
REPORT NO ISBN-0-88210-110-2
PUB DATE 80
NOTE 105p.; Developed by the Study Skills Group. For the teacher's guide, level I, see CS 007 901; For other related documents, see CS 007 903-906.
AVAILABLE FROM National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($4.50, plus shipping).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Dictionaries; Elementary Education; Listening Skills; Middle Schools; *Notetaking; Problem Solving; Program Content; *Reading Comprehension; *Study Habits; *Study Skills; *Vocabulary Development

ABSTRACT

The 14 activity-oriented units described in this study skills guide for students in the fifth, sixth, and seventh grades are designed to assist in the development of necessary study skills at most levels of competence and to reinforce already existing skills. The units in the guide also attempt to incorporate as much student activity as possible, including individual, small group, and whole class exercises, and focus on the following topics: (1) learning to listen, (2) tuning into directions, (3) putting ideas together, (4) getting the timing down, (5) understanding the sequence of events, (6) improving vocabulary, (7) using a dictionary, (8) building sentences, (9) reading for meaning, (10) taking notes (mapping and outlining), (11) listening and taking notes, (12) putting a book together, (13) solving problems, and (14) studying and test taking. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252832

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Koerner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

hm

STUDY SKILLS PROGRAM
Level I

Student Text

Developed by The Study Skills Group

Author: Candace Regan Burkle
Middlebury Union School
Middlebury, Vermont

Co-Author: David Marshak
Bureau of Study Counsel
Harvard University

Editors: Kiyo Morimoto, *Director*
Bureau of Study Counsel
Harvard University

Jerome Pieh, *Headmaster*
Milton Academy

James J. McGuinn

naesp The National Association of Elementary School Principals
Arlington, VA 22209

nassp The National Association of Secondary School Principals
Reston, Virginia 22091

AS 007 902

EDS25823

Textbook excerpt on page 89 from *OUR WORLD IN SPACE: AN EASY GUIDE TO THE UNIVERSE*, by Henry C. King. © Copyright 1964 by Macrae Smith. Published by Macrae Smith.

© Copyright 1980 by NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. All rights reserved. Manufactured in the United States of America. All hm Study Skills materials are copyrighted. No portion of this publication or its accompanying materials may be reproduced or copied, or stored in any information retrieval system, without the written permission of NASSP.

ISBN 0-88210-110-2

TABLE OF CONTENTS

I.	INTRODUCTION: WAYS TO LISTEN	1
II.	TUNING INTO DIRECTIONS	4
III.	PUTTING IDEAS TOGETHER	7
IV.	GETTING THE TIMING DOWN	14
V.	A MATTER OF TIME	21
VI.	IMPROVING YOUR VOCABULARY	30
VII.	USING A DICTIONARY	36
VIII.	BUILDING SENTENCES	40
IX.	READING FOR MEANING	48
X.	TAKING NOTES: MAPPING AND OUTLINING	57
XI.	LISTENING AND TAKING NOTES	64
XII.	PUTTING A BOOK TOGETHER	70
XIII.	SOLVE IT YOURSELF	84
XIV.	STUDYING AND TEST TAKING	91

UNIT I: WAYS TO LISTEN

INTRODUCTION

WHAT IS STUDY?

Some students think that "study" means just to get ready for a test. You study your spelling words on Thursday night for a test on Friday. Actually, that kind of studying is only one small part of what study means.

Study means to learn. Whenever you are learning, you are studying both in school and anywhere else. Learning new words or a new kind of math problem are both study. So are learning to sew a new stitch, play a new song, catch a high fly ball, bake a new cake, or figure out a problem just by thinking about it carefully. Whenever you are trying to learn, you are studying.

WHAT ARE STUDY SKILLS?

Study skills are ways of learning. They are ways of doing what you're asked to do in school which can help you to learn better. Study skills can also help you to get more done in a given period of time and learn more, too.

WHY ARE STUDY SKILLS IMPORTANT?

Learning won't suddenly become simple just because you know about study skills. But you can become a better learner when you make the effort to learn and use good study skills.

The study skills which you can learn in this Program can help you make better use of your time and effort. You'll probably find school more rewarding and enjoyable as you become a better learner.

THE LISTENING GAME

Directions: A story will be read aloud to you only *once.* Pay close attention to the details of the story. When the story is finished, you will be asked to tell what you have heard. Listen carefully! (You are not allowed to take notes.)

TIPS FOR GOOD LISTENERS

We are not born as good listeners. Listening is a skill. That means that we can learn how to improve our listening. Many people are poor listeners because they have never learned how to listen. The "Tips" below are some of the ways that you can learn to improve your listening skill.

1. As the speaker is talking, think about what he or she is saying. Play a game with yourself and see if you can figure out what the speaker is leading up to before he or she actually reaches a conclusion.

2. Try to connect what you are hearing with what you already know. Ask yourself: how does what the speaker is saying fit into what I already know?

3. Try to "picture" in your mind what is being said. Some people find that they can listen and remember better if they use their imaginations to make "mental pictures." For example, if you are listening to a set of directions about how to get somewhere, make an imaginary map of the directions in your mind.

4. Listen for words that tell you about the order in which events occur. Such words are: then, after, while, before, about. You can organize your thoughts better if you have a clear sense of the order of events.

5. When you are listening, try not to decide how you feel or what you think about what you are hearing right then. Listen first to what the person is saying. Then, later on, you can decide what you think or feel about it.

6. Try to practice your listening skills every day. Try hard to listen to someone, and see how well you do.

UNIT I SUMMARY: WAYS TO LISTEN

Listening is a skill.

We can learn to listen better by using these "Tips for Good Listeners":

1. When you're listening, try to make sense of what the speaker is saying.
2. Try to connect what you're hearing with what you already know.
3. Try to "picture" in your mind what is being said.
4. Listen for words that tell you about the order in which events occur.
5. Listen to what the speaker has to say first; then decide what you think or feel about it.
6. Try to practice your listening skills every day.

TUNING INTO DIRECTIONS

You will find that listening to and following directions is a very important skill. This is true not only in your schoolwork but also in your daily life. Probably each of you has a story about a time when you only half heard or didn't hear a direction. Afterwards, you found yourself in a complete mess, like the man in the old joke:

> He thought they said "trains" when they passed out brains, so he ran to catch one. Never got himself a brain!

It seems that the man in the joke shares a problem with many people. Recently the seventh grade students in a midwestern junior high school received very poor scores on an achievement test. When they investigated the cause of these results, guidance counselors and classroom teachers found not poor students but poor listeners. These students had never taken this kind of test before. They weren't tuned in to listening to and following directions. So they could only guess at what they were supposed to do.

You can't guess about directions and expect to be right! You need to listen carefully and ask questions if you don't understand what you've heard.

You are already showing that you are a good listener because you are reading this page as you were instructed. Now here's an important clue! You must listen to and follow only directions 3, 7, and 9 the next time your teacher reads the directions.

The students in the midwestern junior high were then taught to listen to directions. They also learned to read directions more carefully. When they took the achievement test again, they did much better. After you have read this page carefully, keep the secret to yourself! Write 3, 7, and 9 on the page before this one so you will know what directions to follow. Listen carefully, follow the right directions, and you will spell the correct word in crayon.

UNIT II SUMMARY: TUNING INTO DIRECTIONS

Reading and listening to directions is an important skill. This is true not only in school but in any situation in life.

Read directions carefully. Be sure to read *all* of the directions. Then, if you don't understand, ask questions.

Listen carefully when someone is giving you directions. Don't try to guess what they are. Listen to *all* of the directions. Then, if you don't understand what you've heard, ask questions.

If you can't remember all of the directions, write them down on a piece of paper.

UNIT III: PUTTING IDEAS TOGETHER

EXERCISE I

Directions: List all of the words that you can remember from the list of words your teacher gave you.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WHY DO YOU ORGANIZE INFORMATION?

When you organize information or ideas, you can discover how the various pieces of information or ideas relate to each other. Also, you can usually remember information and ideas better when you organize them.

HOW DO YOU ORGANIZE INFORMATION?

Each word in the list that your teacher gave you is a piece of information. Half of you had a list in which the words were organized into *categories*.

A *category* is a name for a group of ideas or pieces of information which have something in common. For example, birds is a category. Duck, hen, robin, swan, and raven all fit into the category of birds.

Putting ideas and information into categories is one good way to organize your ideas and information. It will help you to remember them better and to understand how the ideas and information are similar and how they are different.

EXAMPLE

Directions: Look at the following group of words. Then, answer the questions below it.

Louisiana	New Hampshire	New Jersey
Los Angeles	New Mexico	New York

1. Which word(s) would fit into the category of cities? _____

_____

2. Which word(s) fits into the category of words ending in vowels? _____ _____

_____

3. Which word(s) would *not* fit into the category of words in alphabetical order? _____

_____

4. Name a category in which all of these words fit. _____

_____

EXERCISE II

Directions: Look at the following group of words. Then, answer the questions below them.

GROUP A	ocean	lake	stream
	river	mountain	sea

1. Which word(s) would fit into the category of bodies of water? _____

_____

2. Which word would *not* be listed in the category of words beginning with consonants?

_____

3. Which word(s) would be listed in the category of items found on a map of your state?

_____

4. Name a category into which all of these words would fit. _____

_____

GROUP B	wet	cold	green
	dark	dry	hot

5. Which word(s) would probably fit into the category of words used to describe a desert?

_____

6. Which word(s) would probably fit into the category of words used to describe winter at the North Pole?

_____

7. Which word(s) fits into the category of words that describe temperatures?

_____

8. Name a category in which all of these words fit.

_____

****

GROUP C	empress	doctor	king
	president	mechanic	pilot

9. Which word(s) fits into the category of occupations which only women can have?

_____

10. Which word(s) fits into the category of occupations which only men can have?

_____

11. Which word(s) would ***not*** be found in the category of leaders of countries?

_____

12. Name a category in which all of these words fit.

_____

****

GROUP D	roots	stems	plants
	leaves	seeds	green

13. Which word(s) does ***not*** fit into the category of parts of plants?

_____

14. Which word(s) fits into the category of colors?

_____

15. Which word(s) does ***not*** fit into the category of words that have two vowels together that make a single sound?

_____

16. Name a category into which ***none*** of these words would fit.

_____

GROUP E gasoline wood coal
water air steel

17. Which word(s) fits into the category of things that will burn?

_____

18. Which word(s) fits into the category of liquids?

_____

19. Which word(s) fits into the category of metals?

_____

20. Name a category in which all of these words fit.

_____

****

GROUP F heart feather skin
fur lung scales

21. Which word(s) would fit in the category of coverings that protect animals?

_____

22. Which word(s) fits into the category of things which are inside the bodies of animals?

_____

23. Which word(s) would *not* fit into the category of parts of animals?

_____

24. Name *two* categories in which all of these words would fit.

_____

****

GROUP G fraction subtraction addition
multiplication calculator computer

25. Which word(s) would *not* fit into the category of mathematical terms?

_____

26. Which word(s) would *not* fit into the category of machines?

_____

27. Which word(s) fits into the category of words that have at least four syllables?

_____

28. Name two categories in which none of these words fit.

_____

EXERCISE III

Directions: Organize the words below into as many categories as possible.

List the categories and the words grouped within them in the spaces below and on the following pages. You must list at least three words in each category that you create. You may use the same word in more than one category.

Try to create categories that no one else will!

star	see	lobster	crow
man	walnut	treasure	creator
wave	stove	woman	October
July	fox	mountain	pocket
loon	September	drummer	potato
cashew	strawberry	highway	volcano
earthquake	ax	hammer	hyena
empress	meteor	goat	stew
dunce	sponge	August	rat
octopus	river	ostrich	crater
wedge	June	saw	stone
fish	earth	ribbon	drill
valley	eel	November	onion
canary	hill	rake	whale

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____

Words _____

_____

_____

_____

CATEGORY _____ Words _____ _____ _____ _____	CATEGORY _____ Words _____ _____ _____ _____
CATEGORY _____ Words _____ _____ _____ _____	CATEGORY _____ Words _____ _____ _____ _____
CATEGORY _____ Words _____ _____ _____ _____	CATEGORY _____ Words _____ _____ _____ _____
CATEGORY _____ Words _____ _____ _____ _____	CATEGORY _____ Words _____ _____ _____ _____

UNIT III SUMMARY: PUTTING IDEAS TOGETHER

A category is a name for a group of ideas or pieces of information which have something in common.

For example, city, state, town and village all fit into the category of places. They also fit into the category of units of government.

When you organize ideas and information into categories, you can usually remember them better. Also, you will discover how ideas and information are similar and how they are different.

UNIT IV: GETTING THE TIMING DOWN

INTRODUCTION

When you read or hear a story, you can understand it better if you know the order in which the events are taking place. Knowing the order of events means that you know what happened first, what happened next, and so on.

Another way of saying this is that you know the *sequence* of events. The *sequence* is the order in which the events take place.

"Getting the timing down" means to understand the sequence of events in a story. Sometimes people call "getting the timing down" by another name: *sequencing*.

The exercises in this unit will help you learn more about "getting the timing down" or *sequencing*.

PHILIP'S STORY: WHAT'S THE SEQUENCE OF EVENTS?

Directions: Read the paragraphs below and follow *all* of the underlined instructions.

On page 16, you'll find a map of Philip's neighborhood. Philip lives in the last house on the right side of Torrey Ave. as you are heading west. *Mark his house so you can see where he lives.*

Philip has many errands to do, and he only has a short time before he has to pick up his sister, Anne, at the day care center.

Below you'll find a list of Philip's errands. *Read over all of the errands;* you can use your map as a reference as you read them. *Then, figure out in what sequence Philip should do his errands so he can do them as quickly as possible.* Marking the map in pencil may be helpful to you.

When you have decided on a sequence, number the errands below so they will show the sequence of events. In the space on the left of each errand, mark the first errand #1, the second #2, and so on.

_____ Philip is hungry. He buys a double scoop pistachio and chocolate ice cream cone at CHUCK's.

_____ Philip wants to see "A Day In The Life Of Alfred E. Newman" which is playing at the THEATER tonight. He stops to buy two tickets.

_____ Philip takes his little sister, Anne, to DONNA'S KENNELS to look at the puppies.

_____ Philip decides to ride his bike so he can do everything faster. The tires need air. Before he can do anything else, he goes to the F.B. GARAGE to fill his tires.

_____ Philip brings Anne home. He turns on the stereo and relaxes. It's been a long afternoon, but it's all over now.

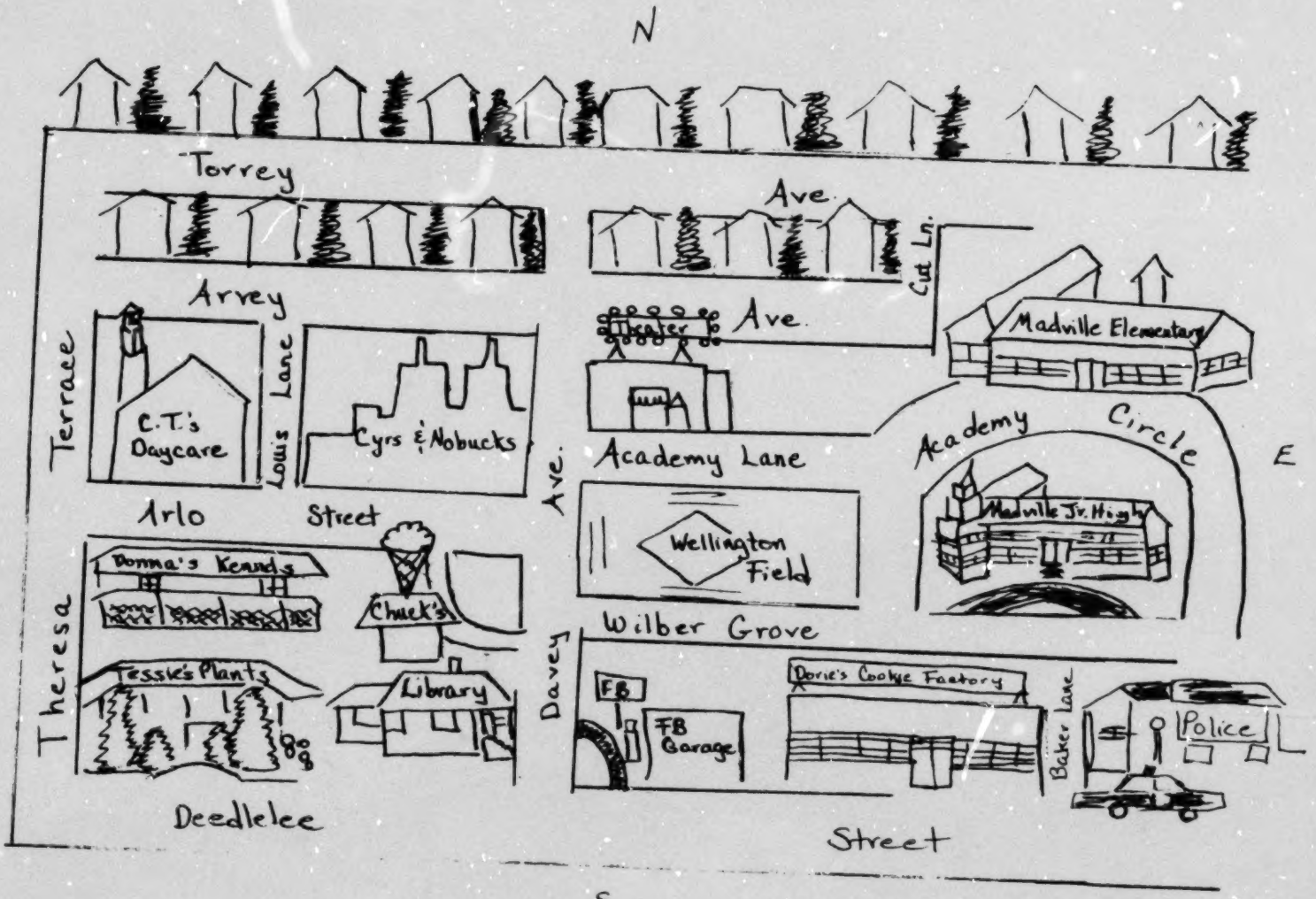
_____ Philip wants to play Little League this year, so he stops to register at WELLINGTON FIELD. He notices the theater's billboard across the street.

_____ Philip has to pick up his little sister, Anne, at C.T.'s DAYCARE. Anne begs to see the puppies at Donna's Kennels.

_____ Philip drops two overdue books off at the LIBRARY. He doesn't go in to pay for them because he still has ice cream on his hands.

_____ DORIE'S COOKIE FACTORY sells day-old cookies at half price. Philip's mother wants him to pick up a pound of cookies, so he does.

PHILIP'S NEIGHBORHOOD



16

21

BEST COPY AVAILABLE

22

KEY WORDS: TIME QUALIFIERS

When you read or listen to a story, you will often find key words which can give you an idea about *when* events in the story take place. These key words are *time qualifiers.* These words qualify other words or phrases. To qualify is to make the meaning of words or phrases clearer.

Some examples of *time qualifiers* which tell you more about when events take place are:

while	during	before
after	as	until
following	afterwards	in the meantime

There are many other *time qualifiers.* Any word or phrase which helps you understand when events are happening is a *time qualifier.*

EXERCISE I

Directions: Each of the sentences below includes two events. In each sentence, circle the word(s) which you recognize as a *time qualifier.* Then, underline the event which happens first.

If the events in a sentence are happening at the same time, do not underline anything.

EXAMPLES

Before Molly left for school, she ate two pieces of toast.

We set up the tents while the others gathered firewood.

1. I had a great time after I got to know all of the people there.
2. Before Miguel had realized the danger he was in, he was enjoying sailing over the wild waves.
3. Darcy searched for clues to the disappearance of her brother, Ted, but in the meantime, he slept soundly, unaware that she was trying to find him.
4. It had taken years of hard work, but finally the statue was finished.
5. Following the wedding ceremony, there was a reception at the Martin Luther King Community Center.
6. Water expands when it is cooled.
7. As the ice masses drew back, they carved lakes and hills upon the earth's surface.
8. Divide the money equally among yourselves, and then go to the store.
9. The water pressure built up until the dam finally cracked.
10. All during the time I had been outdoors planting, the baby had been playing happily in her pen.

PREDICTING OUTCOMES

When you are reading or listening to a story, you can use *time qualifiers* to help you understand the sequence of events. Then, when you know what has already happened, you can often figure out what will happen next in the story.

Figuring out what will probably happen next is called *predicting outcomes.* When you predict an outcome, you use what you already know about a story to make a "good guess" about what will happen next.

Trying to *predict outcomes* also helps you to become actively involved in whatever you're reading or hearing.

EXERCISE III

Directions: Read the paragraphs below. Circle the words which help you to think about the possible outcome of each story. Then, answer the questions which follow each paragraph.

1. When I awoke this morning, the sun was shining brightly in a clear blue sky. I was excited because this was the day I had planned for the big picnic. After breakfast I turned on the radio and heard the weather report: "A moist cold front will be traveling rapidly across the Pacific Northwest. This front will push out the high currently settled over our region and will bring heavy rain. Rains will continue into tomorrow . . ." When I looked at the mountains to the west, I saw billowing black clouds.

   Do you think this person will have a picnic on this day? What makes you think this?

   _____

   _____

   _____

   _____

2. My teacher asked me to do an experiment to prove that a vacuum, or empty space, can't exist if there is something available to fill it. I knew that a candle needed oxygen to burn, and I also knew that oxygen took up space. So I put a candle in a shallow bowl and put an inch of water into the bowl. When I put a glass jar over the candle, I knew the candle would go out after it had used up all the oxygen within the jar. Then, with all the oxygen gone, the empty space within the jar would need to be filled, if possible, with another substance.

Predict what will happen to the water in the bowl. Explain your prediction.

3. They say that if you don't learn from your mistakes, then "history will repeat itself." I never knew what that meant until I figured out there was a reason why I kept turning up on the "lost list." The first time I got lost I had an excuse: I was only five years old. My mother had said, "Stay right here while Mama tries this dress on." I didn't listen to her. Instead I followed a cart full of toys. I should have learned to listen from that experience, but I didn't. I was seven when the teacher told our class to report to the auditorium after lunch. Again I wasn't listening, so I spent the better part of the afternoon looking for my class. But I never thought a smart boy like me would find himself lost in Montreal.

The writer will probably go on to talk about what happened when he got lost this time. What do you think happened *before* this boy got lost in Montreal?

4. In 1641 the population of New France was 240. Most of the people living there were single soldiers. French officials asked unmarried women to come to the New World to become soldiers' wives. Ships soon arrived in New France carrying more than 150 female immigrants. Then the government offered special rewards for large families. If you had ten children, you received a pension. Girls were given large sums if they married before they were sixteen. Boys who married before the age of twenty also received special rewards.

Predict the population of New France in 1675. What makes you think this?

_____

_____

_____

_____

UNIT IV SUMMARY: GETTING THE TIMING DOWN

"Getting the timing down" means understanding the order of events in a story. The order in which things take place in a story is also called the *sequence* of events.

When you read or listen to a story, you can recognize key words which tell you about when events take place. These words are called *time qualifiers.* Some examples of time qualifiers are: after, before, until, while, following, during.

You can use your ability to "get the timing down" to *predict outcomes.* This means to use what you already know about the sequence of events in a story to figure out what will probably happen next. By trying to predict outcomes as you read or listen, you can become a more active and involved reader or listener.

UNIT V: A MATTER OF TIME

INTRODUCTION

Think about the meaning of the word *time.* Can you give a definition for this word? Does the word *time* have more than one meaning to you?

Write your definition for the word *time* on the lines below. If you can think of more than one definition, write two or three.

time: _____

_____

_____

_____

_____

_____

_____

_____

You may have found it difficult to define the word *time.* Time is not something which we can touch, see, or smell. Yet we can "feel" time or sense it as it passes. And we can also "hear" time or sense the order in a piece of music.

Our sense of time seems to change as we grow older. For instance, now you'd probably think that you were wasting your time if you were perfectly healthy and spent a whole day in bed. When you were a baby, however, you were usually content to lie in bed, asleep and awake, for most of the day and night.

This unit will help you to look more carefully at what time is and how you use your time.

EXERCISE I

Directions: Read through the events listed below. Then, look at the time line on the next page.

Match the events to the time line according to what has happened in *your* life. Write each event in the space for the year in which that event took place in your life.

Some events you may not remember clearly. Make a good guess about when they occurred. Just do your best to remember; there are no right or wrong answers.

I started school.

I began to read.

I got my first tooth.

I had a nightmare which I can still remember.

I entered fourth grade.

I had my most memorable birthday.

I learned how to write.

I first met my best friend.

I rode in a car for the first time.

TIME LINE: MY LIFE!

Years	
0	I was born.
1	
2	
3	
4	
5	
6	
7	
8	
9	I was nine years old.
10	
11	
12	
13	
14	
15	

NOW, put a star in front of each event that you think happened in the lives of all of the other people in your group during the same year that it happened in your life.

EXERCISE II

Directions: Sometimes it's important for us to know if events happened before or after other events.

Arrange each group of events below according to when you think they happened. Which happened first? Put a #1 in the blank before the event which happened first. Put a #2 in the blank before the event which happened next, and so on up to #4.

REMEMBER: The event which happened first is the one which took place the *longest time ago.*

GROUP A

_____ The Pittsburgh Pirates won the World Series in 1979.

_____ American astronauts first landed on the moon.

_____ Jimmy Carter was elected President.

_____ The U.S. hockey team won a gold medal in the 1980 Winter Olympics.

GROUP B

_____ My mother was born.

_____ Columbus sailed to America.

_____ The automobile was invented.

_____ The last dinosaurs died out.

GROUP C

_____ People first invented language.

_____ George Washington was elected the first President of the United States.

_____ The Egyptians built the pyramids.

_____ My teacher was born.

WHAT IS A SCHEDULE?

As you grow older, you begin to think more about what will happen tomorrow, and the next day, and the next. You begin to plan some of the things that you do ahead of time.

Sometimes when you're trying to plan ahead, it can be helpful to make a ***schedule*** for yourself. A ***schedule*** is a plan for what you want to do in the future.

Think of two things you'd like to start and finish by a week from today. The first could be something that you want to do for school. The second could be anything that you want to do for yourself. Write the two projects that you'd like to do in the next week on the lines below. You may want to write in pencil so you can make changes easily.

Project #1. Today is _____ (fill in the day today). By one week from today, I would like to

_____

_____ .

Project #2. Today is _____ (fill in the day today). By one week from today, I would like to

_____

_____ .

MAKING YOUR SCHEDULE

Directions: First, read *all* of the instructions in "How To Make Your Schedule" carefully.

Next, look at the "sample schedule" on page 28. Think about how a schedule works.

Now, follow the instructions in "How To Make Your Schedule."

How To Make Your Schedule

1. On "My Schedule" on page 27, write tomorrow's day of the week in the blank below Day 1. Then, write in the rest of the days of the week on your schedule.

2. Think about how much time you'll need to do project #1. Write in your schedule when you plan to work on your project and what you hope to accomplish each time. BE SURE TO WRITE YOUR SCHEDULE IN PENCIL! (If you write in pencil, you'll be able to make changes in your schedule if you need to do so.)

   REMEMBER: When you plan to work on your project during a block of time, that doesn't mean you'll spend all of that time working on your project. It means you'll spend at least some time on your project.

   For example, you plan to work on your project during Tuesday evening and write that into your schedule. That means that you intend to spend at least some time on your project during Tuesday evening.

3. When you have finished writing your schedule for project #1, look carefully at what you have planned. Does it seem reasonable to you? Is this a plan that will work for you? If not, change it.

4. Follow the same steps to plan for doing project #2. For planning this project, also use "My Schedule" on page 27.

MY SCHEDULE	Day 1 _____	Day 2 _____	Day 3 _____	Day 4 _____	Day 5 _____	Day 6 _____	Day 7 _____
Morning							
Early Afternoon							
Late Afternoon							
Evening							

Project #1: _____ **Project #2:** _____

SAMPLE SCHEDULE	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Morning	Ask parents' permission	make a list of main characters during study time	Call friends I won't see in school		write an outline of my report using my two lists		hand in the report
Early Afternoon		Hand out invitations at school	Call baker to order cake		Ask friends to bring records		pick up birthday cake
Late Afternoon	finish reading the book. make out a list of people to invite				write the report using my outline	Go grocery shopping	Birthday Party!
Evening	Write invitations			list the main events in the book	Make a list of grocery items	read over the report; check for mistakes	

BEST COPY AVAILABLE

Project #1: write my book report

Project #2: my birthday dinner party

USING YOUR SCHEDULE: WHAT HAPPENED?

How well did your schedule work for you? Think about the questions below, and then answer them.

1. Did I get everything done that I wanted to do? _____
2. Did anything get in the way of my schedule? If things did get in the way, what were they?

   _____

   _____

   _____
3. How could I make a more useful schedule?

   _____

   _____

   _____
4. How does making plans seem helpful to me?

   _____

   _____

   _____
5. How does making plans seem not helpful to me?

   _____

   _____

   _____

UNIT V SUMMARY: A MATTER OF TIME

Making a ***schedule*** for yourself can be helpful when you're trying to plan ahead. A ***schedule*** is a plan for what you want to do in the future.

When you're making a schedule, first think about what you want to do. Then, write into your schedule when you plan to work and what you expect to get done each time that you work.

When you finish making your schedule, look it over carefully. Does it seem reasonable for you? If not, change it.

After you use your schedule, think about how well it worked for you. Was your schedule helpful? If it was, why was it helpful? If it wasn't helpful, how could you make a more useful schedule?

UNIT VI: IMPROVING YOUR VOCABULARY

INTRODUCTION

Your vocabulary includes all of the words that you can understand and use in your thinking, speaking, writing, and reading.

Did you know that the average elementary school student increases his or her vocabulary by about 1000 words every year? The average junior high school student increases his or her vocabulary by almost 2000 words each year!

One important way in which you learn new words is through your reading. However, when you are reading, there are some problems that you may have in learning about unknown or unfamiliar words.

1. By fifth grade, you probably can read quickly enough so that you may skip over words without realizing that you don't really understand them.

2. To look up a word in the dictionary, you have to stop reading. This interrupts the flow of your reading.

3. When you use a dictionary, you must be able to choose the correct meaning from all of the meanings listed.

This unit and the next one will help you learn ways to solve these problems.

EXERCISE I

Directions: Your teacher will read the three paragraphs below to you. Pay careful attention to the underlined words. Think about the meaning of these words. When your teacher has finished reading, write the definitions of the underlined words on the lines below.

I wish they hadn't been so worried about us. Jeannie and I had only taken the canoe for a quick trip down the lake.

The day had been a breezy and blue one with lots of sunshine. The sunlight gleamed off the *ridges* of the waves. We tried at first to paddle, but the wind was so strong that it controlled our course. Since our paddling was useless, we *eased* ourselves down and rested against the cushions. We didn't know that sitting on the floor of the canoe was the best thing to do to keep the canoe *upright.*

As the wind grew stronger and the waves rose higher, the canoe began to rise and fall. We would be about to topple over the *crest* of a wave when our well-*dispersed* weight would balance us. Then we would slide easily down the watery slope. *Peering* over the boat's edge was like looking down from a roller coaster. We were rising and falling with each huge, rolling wave.

ridges _____

eased _____

upright _____

crest _____

dispersed _____

peering _____

LEARNING ABOUT NEW WORDS

When you come across an unknown or unfamiliar word in your reading, you can learn its meaning in two ways.

1. You can look up the word in the dictionary.

2. You can often figure out the meaning of a new word by looking carefully at the meanings of the words and phrases around it. This is called getting the meaning from CONTEXT CLUES. Some of you way have used this method in Exercise I.

   A *context* is the setting in which something is found. For example, a museum is a context in which paintings are displayed. A gym is a context in which people play basketball.

   In language, *context* means the words and sentences around any particular word. CONTEXT CLUES are familiar words and phrases in a sentence or paragraph. These are words that you know. From these familiar words you can often figure out the meaning of an unknown word.

EXAMPLE Many animals are now *extinct,* like the dinosaurs.

extinct means _____

EXERCISE II

Directions: Read the rest of the story about the canoeing adventure below. When you find a word that stops you because you are not sure of its meaning, underline the word.

I didn't worry. Jeannie and I were both strong swimmers. The shore wasn't far if the canoe decided to turn us into the foaming waters. I daydreamed that we were sailors on the ocean, conquerors of the deep. Poseidon, with all his power, could not entice us to his kingdom.

The ride finally stopped on the southwest side of the vast lake. The canoe came to a natural halt where the waters lapped gently against a small island. Suddenly we realized that we could never paddle back against those waves.

We would have to wait. The lake would become still towards evening. Jeannie and I climbed out of the canoe and found a healthy patch of blueberries. While we devoured the blueberries, we felt completely carefree. Neither of us realized that we were in big trouble.

Then I spied my uncle. He came in a motor boat. The boat slapped against the waves and sprayed water high into the air. He had come looking for us, probably half expecting the canoe to be capsized with two victims floating face down beside it. I knew he was relieved that we were alive. I also knew that his relief would soon turn to anger because we had been so foolish and had caused everyone at home to worry. I stood staring at my toes and felt the exhilaration of the day pour out of me.

EXERCISE III

Directions: On the lines for new words below, write the words that you have underlined in the canoeing story. Then, try to figure out the meaning of each word that you have listed from its *context clues*. Write your meaning in the space to the right of the word.

NEW WORD	MEANING

HOW CAN YOU LEARN NEW WORDS FROM YOUR READING?

1. Keep a special section in your notebook for new words. In this section, write down all the new words that you come across and their meanings.

2. When you come across a word in your reading that you don't fully understand, first try to figure out its meaning from its *context clues.*

3. When you can't figure out the meaning of a new word from its *context clues,* then you need to look it up in the dictionary to know what the word means.

EXERCISE IV

Directions: Choose the best meaning for the numbered words below from the canoeing story. Mark an "X" on the line in front of the best meaning. Look at the word "vast" below as an example.

EXAMPLE

vast	a. _____ blue	c. _____ shallow
	b. _____ far	d. __X__ huge

* * * \

UNIT VI SUMMARY: IMPROVING YOUR VOCABULARY

A context is the setting in which something is found. In language, context means the words and sentences around any particular word.

Context clues are familiar words and phrases in a sentence or paragraph. From these familiar words you can often figure out the meaning of an unknown word.

When you come across a new word in your reading, first try to figure out its meaning from its context clues. If you can't, then you need to look it up in the dictionary.

UNIT VII: USING A DICTIONARY

INTRODUCTION

You may have discovered that using a dictionary can be a frustrating experience. You want to learn about the meaning of a word, so you look it up in the dictionary. But, instead of finding one meaning, you find many different ones! What do you do then?

This unit will help you learn how a dictionary is organized and how you can make better use of it.

EXERCISE I

Directions: Look up the word *run* in your dictionary. Read through its many meanings. How many different meanings are listed for *run*? Write the number of different meanings in the blank below.

_____

Read the following sentences carefully. Find the best definition for the word *run* as it is used in each sentence below. Write the correct definition on the line under each sentence.

EXAMPLE

"*Run* and call the vet," she ordered. "I can't seem to give her the help she needs with the colt."

_____

1. She had a *run* in her tights.

   _____

2. The dog was not used to his collar and chain. He used to have the *run* of the whole neighborhood.

   _____

3. "I'll make a quick *run* to Tony's," he said. "I'd like some anchovies for the pizza."

   _____

Continued on the next page.

4. She decidcd to *run* for Attorney General even though a woman had never held that office before.

_____

5. Even with the critics' praise, the play had only a three-month *run* on Broadway.

_____

6. We wait eagerly for the salmon to *run* each year.

_____

7. His fingers seemed to fly over the clarinet as he played the *runs* in the sonata with ease.

_____

8. He always liked the Phoenix to Los Angeles *run* with its long stretches of open road.

_____

9. The motorcycle was *run* off the road by a truck.

_____

10. The ship's captain wanted to *run* the blockade, but the admiral overruled his command.

_____

EXERCISE II

Directions: The dictionary lists the meanings of a given word. The dictionary also provides other helpful information about words and how to use them.

On the next page you'll find three dictionary entries for the word *trace.* Some parts of these entries are already named. Look over these parts and their names carefully.

Next, name as many of the other numbered parts as you can. Even if you don't know what a part is called, describe what you think the part is or what it does in the dictionary definition.

1. entry word

2.

trace[1] / trās / n. 1. a sign, such as a mark, footprint, track, etc., showing that something has passed by or happened: We found traces of the migrating herds. The outlaws left traces of their overnight

3. camp. 2. hint or slight evidence: a trace of sorrow. 3. small amount: There was a

4.

trace of mercury found in the tuna. 4. in psychology, the changing of brain cells set up by repeated events considered to be the physiological foundation of memory. 5. a mark or some such sign made by an instrument which records: The polygraph trace is designed to show the intensity of the subject's response.

5. trace[2] / trās / vb. 1. to sketch over drawing by placing a transparent piece

6.

of paper over a map, drawing or photo. 2. to draw with care ie. figures or lines. 3. to review in outline form: We traced the development of the Incas. 4. to be guided by marks or signs: The hunters traced the wounded deer by following her blood stains. 5. to show a record of: The polygraph traced the subject's responses.

7. traced. tracing. (from Old French tracier, from Latin tractus, from trahere, "to draw")

8.

trace[3] / trās / n. 1. either of two straps attached to the animal and a vehicle which is drawn by the animal 2. LEADER 3. one or more vascular bundles supplying a leaf or twig. 4. connecting bar or rod pivoted at each end to another piece to transmit motion from (Old French meaning "traces" from Latin tractus, "a dragging")

kick over the traces Informal showing independence or insubordination

9.

10. Idiom—found in dark print after the entry.

EXERCISE III

Directions: Using the dictionary entries on the previous page, write the best meaning for the way *trace* is used in each of the following sentences on the line below each sentence.

EXAMPLE

There are *traces* of arsenic in the dead man's body.

_____

1. He carefully *traced* the bold figures of his circus poster onto the light paper.

   _____

2. We found no *traces* of the lost pony.

   _____

3. She looked at the old homestead with a *trace* of regret in her eyes.

   _____

4. The *trace* from the stem to the leaf carries nitrogen which is needed for photosynthesis.

   _____

5. We *traced* the bear tracks to the stream.

   _____

6. The lesson was designed to *trace* the rise and fall of the Roman Empire.

   _____

7. She examined the graph that the machine had drawn by measuring his heart beat. The *traces* showed possible signs of heart weakness.

   _____

8. The *traces* snapped, and the frightened horse ran off as the wagon rolled to a bumpy halt.

   _____

9. She *traced* her ancestry back to the first Dutch settlers.

   _____

10. A tiny *trace* in the watch had broken, stopping the movement of the hour hand.

    _____

UNIT VII SUMMARY: USING A DICTIONARY

One word can have many different meanings. You can use the dictionary to learn about the various meanings of a word and to figure out which meanings you need to learn.

The dictionary can also give you other useful information about a word:

1. How the word is pronounced.
2. The part or parts of speech of the word.
3. Examples of how the word can be used.
4. Various forms of the word; for example, plural, past tense, etc.
5. Any special uses of the word.

UNIT VIII: BUILDING SENTENCES

INTRODUCTION

"Cookie!"

The word above is *not* a complete thought. If it's not a complete thought, then it's not a complete sentence either. The word "cookie" might give you an idea of a small and round baked thing, but you can't know anything more than that. For example, you don't know if the cookie fell to the ground, if the cookie was given to you, or if the cookie was delicious.

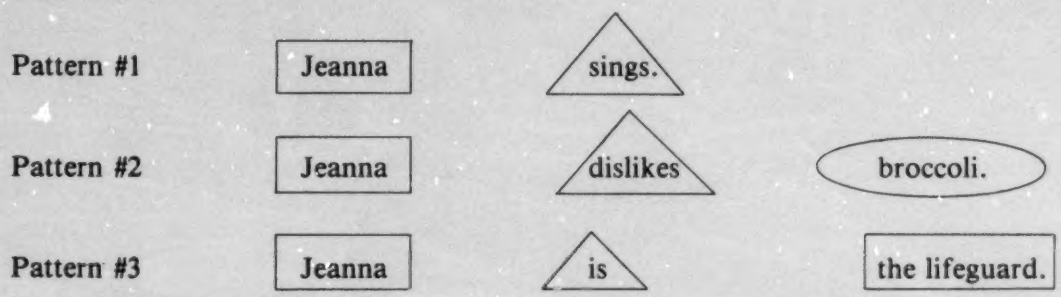
If a two-year-old child walked into the kitchen, pointed at the cookie jar, and said, "Cookie!", you'd know exactly what that child meant. "I want a cookie!" In this context, one word can express a complete thought.

But the same child could walk into the kitchen and say, "Cookie?", meaning "Where is the cat named Cookie?" When you hand him or her a cookie from the jar, that child might get very upset.

As you grow older, you learn to make your language more and more specific because you learn to build onto a sentence core. This unit will help you learn more about the ways in which you build sentences.

SENTENCE PATTERNS

Look at the three sentence patterns below. Notice the ways in which they are similar and the ways in which they are different. The shapes around the words should give you a clue to something important about these sentence patterns.



Examine the first sentence pattern more closely. Do you get an idea that Jeanna is doing something? Of course you do. Do you know who is singing? Yes, you know that, too.

When you know who is doing something and what is being done, you have a complete thought or a *core sentence*.

ONE SENTENCE PATTERN

EXERCISE I

Directions: Look at the chart below. You will be adding different words to it. Your teacher will tell you what to add.

Once you add a word or phrase to the core sentence, also add that word or phrase to all of the sentences *below* the one to which it was first added.

Noun part	Verb part
Jeanna	sings.

1. _____ Jeanna _____ sings _____

_____ .

2. _____ Jeanna _____ sings _____

_____ .

3. _____ Jeanna _____ sings _____

_____ .

4. _____ Jeanna _____ sings _____

_____ .

You have just built a complicated sentence. But without the core idea "Jeanna sings," you wouldn't have a complete sentence.

Each of the groups of words below is missing something. Write what's missing on the line below each group of words.

1. Young sings loudly in the basement as the sun sets slowly in the west.

_____

2. Young Jeanna loudly in the basement as the sun sets slowly in the west.

_____

EXERCISE II

Directions: Choose one noun part and one verb part from the lists below and write them on line 1.

This is your *core sentence*. Write the same core sentence on lines 2-5. Fill in the rest of these lines by adding the words that your teacher asks for.

Once you add a word or phrase to the core sentence, also add that word or phrase to all of the sentences *below* the one to which it was first added.

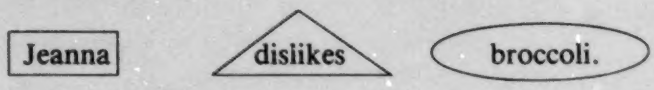
Noun part	Verb part
Henry	ran
Janet	jumped
Terry	talked

	Noun part	Verb part
1.		.
2.		
		.
3.		
		.
4.		
		.
5.		
		.

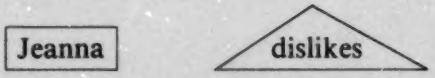
Write your final sentence from line #5 on the lines below.

A SECOND SENTENCE PATTERN

Look below at sentence pattern #2.



Would you have a complete thought if the words were:



No, "Jeanna dislikes" is not a complete thought. We don't know what she dislikes. If it's not a complete thought, then it's not a sentence.

Some verbs need *completers.* In this sentence the *completer* is the word "broccoli."

EXERCISE III

Directions: Look at the chart below. You will be building onto the core sentence by adding different words to it. Your teacher will tell you what to add.

Once you add a word or phrase to the core sentence, also add that word or phrase to all of the sentences *below* the one to which it was first added.

	Noun part	Verb part	Completer
	Jeanna	dislikes	broccoli.
1.	Jeanna	dislikes	broccoli
2.	Jeanna	dislikes	broccoli
3.	Jeanna	dislikes	broccoli

What is missing in the groups of words below? Write what's missing on the line below each group of words.

1. Silly dislikes green broccoli because she says it smells when it is cooked.

2. Silly Jeanna green broccoli because she says it smells when it is cooked.

3. Silly Jeanna dislikes green because she says it smells when it is cooked.

EXERCISE IV

Directions: Choose one noun part, one verb part, and one completer from the lists below, and write them on line 1. Write this *core sentence* on lines 2-4. Fill in the rest of these lines by adding the words that your teacher asks for.

Once you add a word or phrase to the core sentence, also add that word or phrase to all of the sentences *below* the one to which it was first added.

Noun part	Verb part	Completer
Carla	fixes	the bicycle
Mike	makes	the ball
Matthew	wants	the car
Jill	throws	the wall
John	hits	the sandwich

Noun part ↓ **Verb part** ↓ **Completer** ↓

1. _____ .
2. _____
   _____ .
3. _____
   _____
4. _____
   _____ .

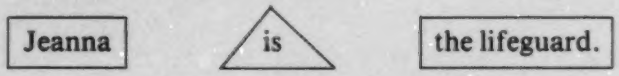
Write your final sentence from line #4 on the lines below.

_____

_____

A THIRD SENTENCE PATTERN

Look below at sentence pattern #3.



Would you have a complete thought if the words were:

No, you wouldn't. This verb needs a completer, too. But this is a different kind of verb, *a linking verb,* because Jeanna and the lifeguard are the same person. The two thoughts are linked together.

EXERCISE V

Directions: Look at the chart below. You will be building onto the core sentence by adding different words to it. Your teacher will tell you what to add.

Once you add a word or phrase to the core sentence, also add that word or phrase to all of the sentences *below* the one to which it was first added.

	Noun part	Linking verb	Completer
	Jeanna	is	the lifeguard.
1.	Jeanna	is	the lifeguard
2.	Jeanna	is	the lifeguard
3.	Jeanna	is	the lifeguard

HOW TO COMPLETE LINKING VERBS

A *linking verb* can be completed by a noun or an adjective. Look at the chart below to see an example of each of these.

Noun part	Verb part	Completer	
		Noun	Adjective
Jeanna	is	the lifeguard.	
Jeanna	is		young.

EXERCISE VI

Directions: Choose one of the sentences in the chart above; write that sentence on line 1 in the chart below. This is your *core sentence;* write this core sentence on lines 2-4. Your teacher will tell you what you should add to this sentence.

Once you add a word or phrase to the core sentence, also add that word or phrase to all of the sentences *below* the one to which it was first added.

Noun part	Verb part	Completer
1.		
2.		
3.		
4.		

Write your final sentence from line #4 in the space below.

UNIT VIII SUMMARY: BUILDING SENTENCES

Every complete sentence will have a *core sentence* within it. The core sentence will fit into one of the three sentence patterns below.

Pattern #1

Noun part	**Verb part**
Jeanna	sings.

Pattern #2

Noun part	**Verb part**	**Completer**
Jeanna	dislikes	broccoli.

Pattern #3

Noun part	**Linking verb**	**Completer**
Jeanna	is	the lifeguard.

UNIT IX: READING FOR MEANING

HOW DO YOU READ?

"Read the assignment in your book,
and be ready for a quiz!"

This is a direction you probably often hear in school. When you are given this direction, what do *you* do?

Look at the reading on page 49 of this unit. If your teacher asked you to read this and be ready for a quiz about it, what would you do? On the lines below, briefly describe *how* you would complete this assignment.

REMEMBER: Don't actually read the section now. Just describe *how* you would read it.

THE RACE TO THE MOON

Sputnik launched!

On October 4, 1957, the U.S.S.R. astounded the American public by launching Sputnik I. Sputnik I was the first man-made satellite to orbit the earth. On November 3rd of the same year, the Soviets sent another Sputnik, Sputnik II, into orbit carrying a dog named Laika. The race to the moon was on.

The United States responds.

The United States was caught off guard by the advanced technology of the Soviet space program. In the year following the launching of Sputnik I, the United States Congress authorized billions of dollars to be put into an American space program. NASA, the National Aeronautics and Space Administration, was created in 1958. In that same year the United States launched its first satellite, Explorer I.

The first travelers in space.

A few years later the Soviet Union sent the first traveler into outer space. On April 7, 1961, Yuri Gagarin became the first man to journey into the farthest reaches of the Earth's atmosphere. In 1963 Valentina Tereshkova became the first woman to fly into outer space.

The first American astronaut.

In the years between 1961 and 1963 the American space program was also busy. The United States launched its first manned flight in May 1961. Alan Shepherd rode a tiny capsule which was launched from Cape Canaveral in Florida. Shepherd's flight lasted only fifteen minutes. Americans huddled around their TV sets to watch the launch. Telstar, the first communications satellite, was also launched in 1961.

Amazing breakthroughs in 1965.

Amazing breakthroughs engineered by both countries took place in 1965. Leonov of the U.S.S.R. made the first space walk from the Voshkod spacecraft. The United States launched the first of the Gemini space flights, each of which orbited the Earth many times. Luna 9 of the U.S.S.R. and Surveyor I of the U.S.A. were both unmanned spacecrafts which made soft landings on the moon during this year. A Soviet probe crash-landed on Venus. And the U.S.' Mariner 4 transmitted the first close-up pictures of Mars over a distance of 217 million kilometers.

Orbiting the moon.

After many different kinds of space experiments had been conducted by both nations, the United States made a great thrust towards the moon in 1968. The American astronauts Frank Borman, William Anders, and James Lovell, Jr. orbited the moon ten times on December 24-25 of that year.

Moon landing!

Finally in July 1969 American astronauts Armstrong and Aldrin placed their feet on the surface of the moon. The race between nations was over. The plaque the astronauts left on the moon said: "Here men from the Earth first set foot on the moon. July 1969 AD. We came in peace for all mankind."

INTRODUCTION

You've probably discovered that many students don't have any special way of reading a textbook. What they usually do is start with the first word in the assignment and read as far as they get. Unfortunately this isn't a very good way to learn from your reading.

This unit will show you a new way of reading an assignment in a textbook and learning from your reading. This method is called READING FOR MEANING. You may find that this new way takes a little more time at first. You might also find it a little tricky. Stay with it! Learn how to use this method, and you'll find that you can become a better learner.

READING FOR MEANING

When you read a paragraph or section in your textbook, what you really want to find out is this:

What is the *main idea* of this reading?

What are the *important details* which support the *main idea?*

READING FOR MEANING means locating the *main ideas* and the *supporting details* in your reading.

Another way to think of READING FOR MEANING is this: when you read for meaning, you're trying to find out what the paragraph or section is trying to tell you. Ask yourself these questions:

What does the person who wrote this paragraph or section want me to know?

What is this paragraph or section trying to tell me?

EXERCISE I

Directions: Read the paragraph below. Then, write the main idea of the paragraph on the lines below.

REMEMBER: The *main idea* in a paragraph is the most important idea. It is the idea which the rest of the paragraph is about.

The *main idea* is the idea which the writer is trying to share with you.

Dogs have a very powerful sense of smell which they can use to find things. Policemen use tracking dogs to search for people who are missing in the woods. The dogs sniff a piece of clothing owned by the missing person. Then, they try to track the scent in the area where the person was last seen. Often these dogs can find people who are lost when the police have no other way of locating them. Another kind of tracking dog is the hunting hound. These dogs can follow animals for miles through the forest once they have sniffed their scent. Though some dogs are better than others in using their sense of smell, all dogs have a stronger sense of smell than people do.

MAIN IDEA AND SUPPORTING DETAILS

We know that the *main idea* of a paragraph is the most important idea in that paragraph. It's the idea which the rest of the paragraph is about.

Most paragraphs also have *supporting details.* Supporting details explain, prove, or tell something about the main idea of the paragraph. They make the main idea more clear to us or give us more information about it.

These details are called "supporting" details because they "hold up" the main idea; this means that they give us reasons to believe the main idea.

EXERCISE II

Directions: Read the paragraph on page 50 again. On the lines below, list *two* supporting details for the main idea.

1. _____

_____

2. _____

_____

HOW DO YOU FIND THE MAIN IDEA?

The main idea of a paragraph is stated in the *topic sentence.* The purpose of the *topic sentence* is to tell you the main idea. For example, in the paragraph about the strong sense of smell which dogs have, the topic sentence is the first one.

When you read a paragraph, the main idea will sometimes be very clear to you. When it's not clear, use these hints for finding it:

1. Most often the topic sentence is the first sentence in the paragraph. This means that you'll often find the main idea in the first sentence of a paragraph.

2. Sometimes the topic sentence is the last sentence in the paragraph. When the first sentence doesn't tell you the main idea, look at the last sentence in the paragraph and see if it's there.

3. In some paragraphs, the topic sentence is in the middle of the paragraph. In these paragraphs, you can only find the main idea by reading the paragraph carefully and figuring out what the paragraph is telling you.

HOW TO READ FOR MEANING

Reading for meaning means finding the main ideas and supporting details in your reading. You can read for meaning by using these four steps:

SURVEYING
READING
MAPPING
CHECKING YOURSELF

STEP #1: SURVEYING

When you first start to read a paragraph, don't read it word for word. Instead, SURVEY the paragraph first.

SURVEYING means to look quickly at any headings or titles over the paragraph and then to read the first and last sentences. SURVEYING will usually let you find out what the paragraph is about. And it takes only a minute or less!

EXERCISE III

Directions: SURVEY the paragraph below. On the lines below it, write what you think the *main idea* of this paragraph is.

A PROFIT IN FROGS

People don't usually think of frog raising as a profitable business, but many people are willing to pay for frogs. Universities and high schools buy frogs for use in their science labs. Restaurants will pay $4.50 or more for a pound of dressed frog meat, as frogs are considered a delicacy by many people. NASA uses frogs in space experiments and will pay $25 or more for a healthy bullfrog. Probably more frogs have orbited the earth than people. People who own ponds will also buy frogs because frogs can help to keep down the insect population. So, the next time that you think about leaving a frog in your teacher's desk, you may decide that there's a more profitable use for your hopping, green friend.

_____

_____

STEP #2: READING

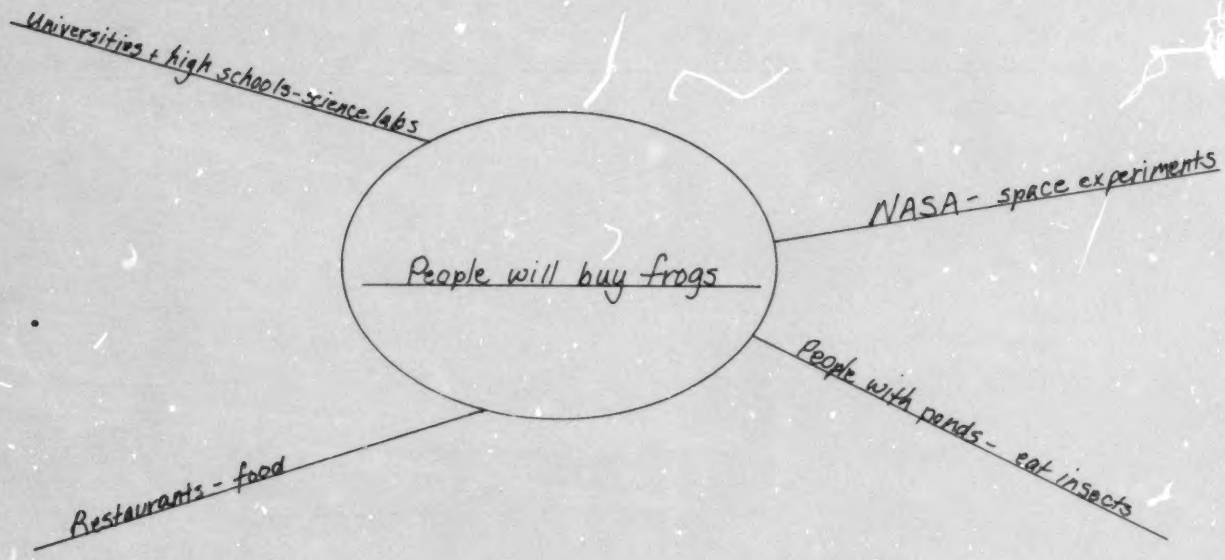
Once you've SURVEYED a paragraph, you usually have a sense of what the *main idea* is. Now, read the paragraph at your normal rate of reading. As you read, look for SUPPORTING DETAILS which prove, explain, or tell you more about the main idea.

EXERCISE IV

Directions: Read the paragraph about "A Profit In Frogs." As you read, be sure to look for supporting details.

STEP #3: MAPPING

MAPPING is a way of taking notes about your reading. Look at the MAP below for the paragraph about frogs.


Universities + high schools - science labs
People will buy frogs
NASA - space experiments
People with ponds - eat insects
Restaurants - food

You can take MAPPING notes in this way:

1. First, write the MAIN IDEA on a line in the middle of your paper. Then, circle the MAIN IDEA.

2. List each SUPPORTING DETAIL that you find on a line which touches the circle around the MAIN IDEA.

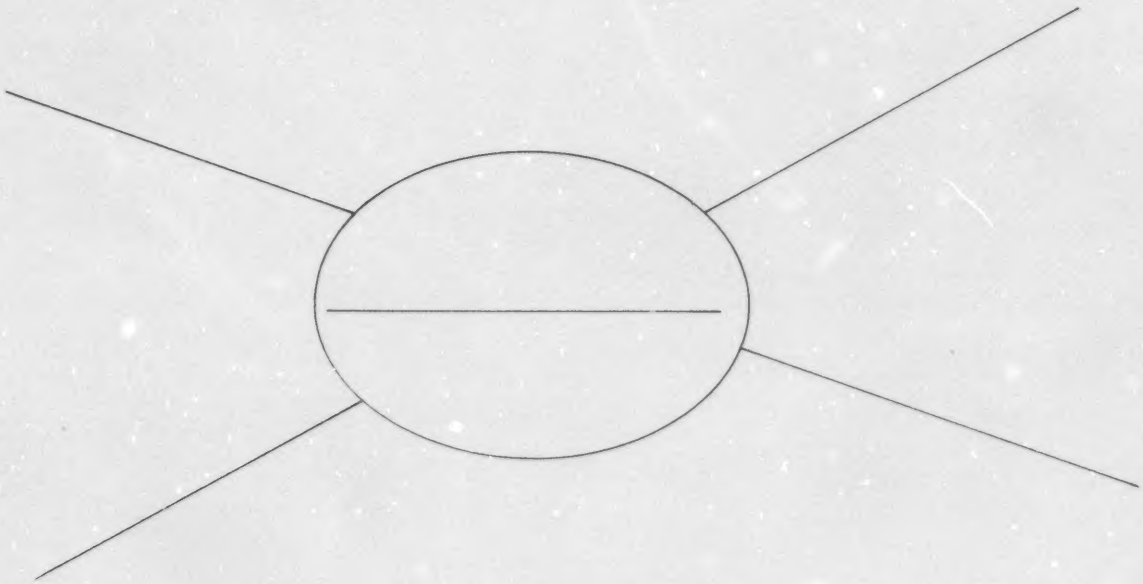
MAPPING is a way of taking notes which helps you to understand clearly what the main idea is and what the supporting details are.

EXERCISE V

Directions: Survey the paragraph below. Then, read it and take notes in the MAP below the paragraph.

SMART CHIMPS!

Chimpanzees are among the most intelligent animals on earth other than human beings. The structure or makeup of the chimpanzee brain is a lot like the structure of the human brain. Chimps have the ability to use simple tools. In recent years, scientists have found that chimps communicate with each other through noises and gestures. Chimps also seem to be able to learn words when scientists teach them. They don't talk, of course, but can recognize words and make signs that stand for words.



STEP #4: CHECKING YOURSELF

Now, look at your mapping notes and CHECK YOURSELF. Using only your notes, tell yourself what the reading is about. Or tell someone else who hasn't read the paragraph.

When you take a little time to CHECK YOURSELF, you'll see what you have learned. And you'll find it easier to remember what you've read.

WHY TAKE NOTES?

"Taking notes is a lot of work. Why bother?"

Have you ever said this? Or have you heard a friend say it? Well, why should you take notes? Here are two good reasons for taking notes:

1. When you take notes, you learn by writing the main idea and supporting details down on your paper. You'll understand your reading better if you take a few minutes to write down your notes. You'll also remember the main idea and supporting details better.
2. When you take notes, you have a record of what you've read. You can use this record to study for tests.

****

UNIT IX SUMMARY: READING FOR MEANING

READING FOR MEANING means locating the MAIN IDEAS and the important SUPPORTING DETAILS in your reading.

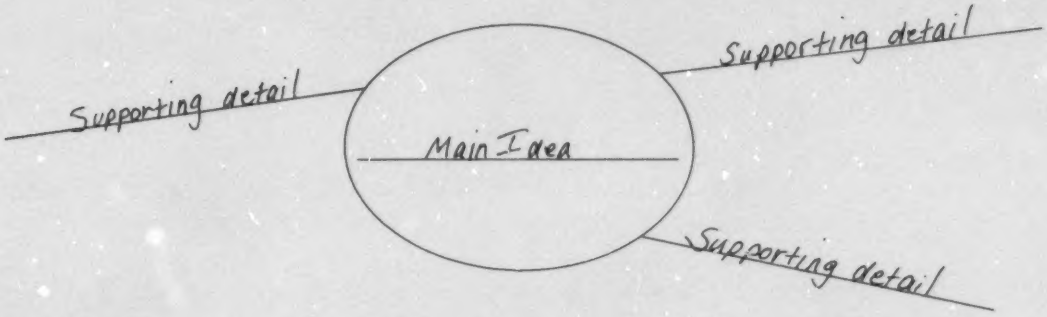
The *main idea* in a paragraph is the most important idea. It is the idea which the rest of the paragraph is about.

Supporting details explain, prove, or tell something more about the main idea. They make the main idea more clear or give more information about it.

The main idea of a paragraph is stated in the *topic sentence*. Most often the topic sentence is the first sentence in the paragraph. It can also be last or in the middle.

How do you READ FOR MEANING? Use these four steps:

1. SURVEYING: Look quickly at any headings or titles above the paragraph. Then, read the first and last sentences of the paragraph. SURVEYING will usually help you to find out what the *main idea* is.
2. READING: Read the paragraph at your normal rate of reading. As you read, look for *supporting details*.
3. MAPPING: Make a MAP like the one below to take notes from your reading. MAPPING helps you to learn the *main idea* and *supporting details* of the reading. It also gives you a record of the reading which you can use later.



4. CHECKING YOURSELF: Look at your MAPPING notes and tell yourself what the reading is about. Or ask yourself: what have I learned from reading this?

UNIT X: TAKING NOTES: MAPPING AND OUTLINING

INTRODUCTION

In the unit about READING FOR MEANING, you learned about MAPPING as a way of taking notes. This unit will help you to learn more about how to use MAPPING. It will also help you to learn about another way of taking notes called OUTLINING.

REMEMBER: Taking notes helps you to learn more about what you are reading or hearing. Also, when you take notes, you have a record to study when you have a test.

TIPS FOR TAKING NOTES

1. Your notes are for you! Take notes which make sense to you. This means that you can take notes *in your own words.* You can use words from your reading, too, but be sure that you understand what your notes say.

2. When you take notes, you don't need to write in complete sentences. Write down only the words and phrases which tell you the main ideas and important details in your reading.

3. Don't write down everything in your reading. Write down only the main ideas and important details in your notes.

BREAKING DOWN SENTENCES

When you take notes, you want to write as few words as possible which tell the important ideas and information. One way to do this is *breaking down* the sentences in your reading into a few key words.

Look at the sentence below:

> In 1977, "Star Wars," a movie which was directed by George Lucas, who had graduated from a California film school only a few years earlier, began to play in theaters all over the country with great success.

Now, look at an example of notes from this sentence:

> 1977— "Star Wars" great success—by George Lucas

When you *break down* a sentence, try to write as few words as you can. But be sure to keep the important ideas and information.

EXERCISE I

Directions: Read the sentences below. *Break down* each sentence into as few words as possible which tell the important ideas and information.

1. Although very few people of his time agreed with him, Columbus believed that the earth was round.

_____

2. Energy which was created from wind power could help to solve the energy crisis for the states of the windy north.

_____

3. The apple, the delicious fruit of the Garden of Eden, is an important fall harvest for the state of New York.

_____

4. In the late eighteen forties many people made a mad dash to California hoping to get rich through the discovery of gold.

_____

5. The fair haired, tall, and hard fighting sailor of Scandinavia was known as the Viking.

_____

EXERCISE II

Directions: Read the paragraph below using the four steps which you learned in the last unit. Do you remember them?

SURVEYING

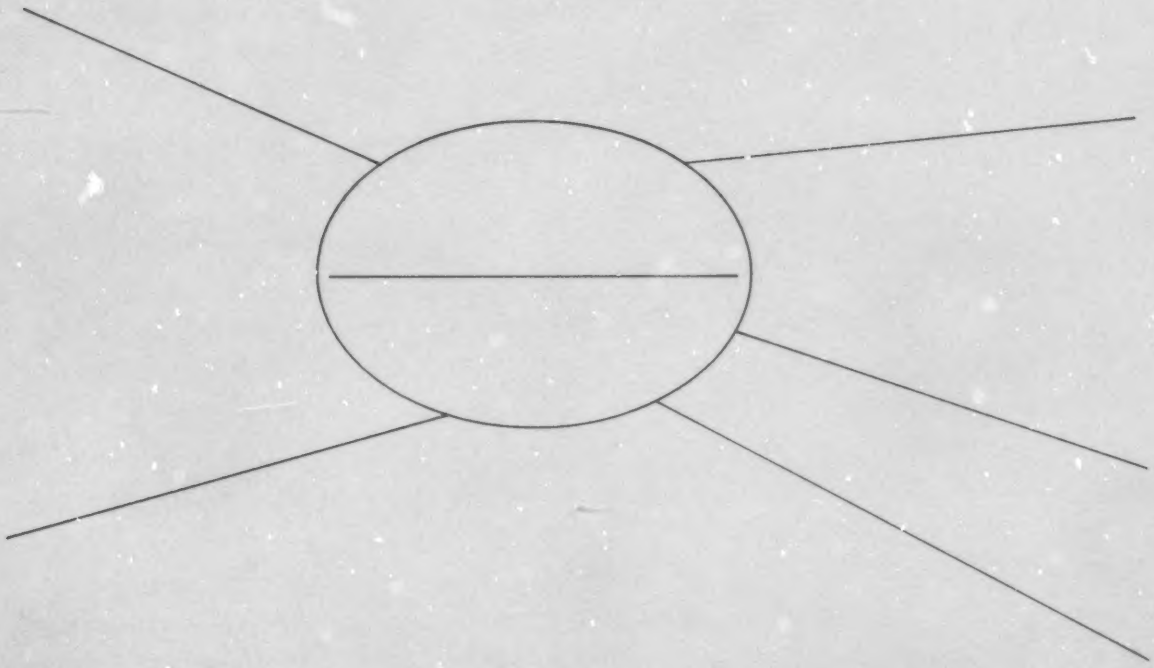
READING

MAPPING

CHECKING YOURSELF

Also, use the "Tips for Taking Notes" which you read on page 57 in this unit.

What causes hail? If you've ever had to run for cover to escape from the pounding of a hailstorm in the middle of what had been a hot and sticky day in July, you've probably asked yourself exactly this question. It usually hails during hot weather just before a violent thunderstorm. First cold air gets pushed up above heavy, warm air. This causes strong upward winds. As it begins to rain, the raindrops are blown upward by these winds. The rain freezes in the cold upper air before it falls to earth. Each time the droplets fall through the warm air, they gather more moisture. Each time the larger droplets are blown into the cold upper air, they freeze into larger iceballs. When this cycle happens several times, you'll see hail that's the size of golfballs. So, hail is created when raindrops are blown up into the colder air over and over again, causing them to freeze into hailstones.



ANOTHER WAY TO TAKE NOTES: OUTLINING

You may have had some difficulty in drawing up your MAP for the paragraph about hail. Maybe you asked yourself questions like these:

How do I know which line I should start with?

Can any detail go on any line? Or is there a place where each one belongs?

The paragraph about hail tells you about a sequence of events. When you are MAPPING, however, it may be hard to show a sequence on your MAP.

A way of taking notes which works well for a sequence of events is OUTLINING. Look below and you'll see the form for OUTLINING.

OUTLINE FORM

I. Main idea
   A. Supporting detail
   B. Supporting detail
   C. Supporting detail

HOW TO OUTLINE

1. Use a Roman numeral to list main ideas.

2. Use capital letters to list supporting details. Indent each capital letter a little ways to the right from the Roman numeral.

EXERCISE III

Directions: Write your notes for the paragraph about hail in the OUTLINE form below.

I. _____

A. _____

B. _____

C. _____

D. _____

E. _____

EXERCISE IV

Directions: Read the paragraph below and take notes on the lines beneath it.

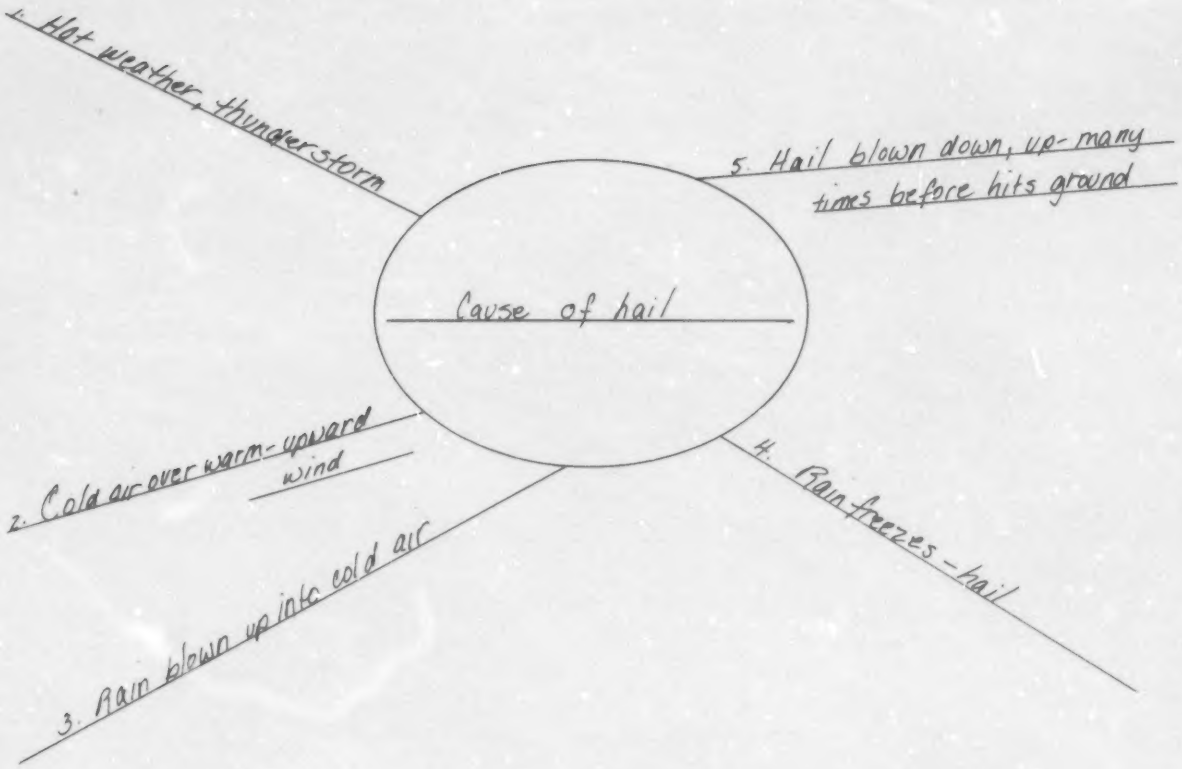
THE GENTLE TASADAY

Until 1972 a tiny tribe of people known as the Tasaday lived untouched by the modern world. No one knew about them, nor did they know about anyone beyond their home. These people lived in a mountain valley of dense forest on a remote island in the Phillipines. They used stone age tools and ate only what they could gather from the forest. They lived in caves under a ceiling of leaves. Until 1972 the Tasaday lived as their ancestors had lived probably for thousands of years—undisturbed by the outside world and in peace. Can you imagine someone living in today's world who had never tasted sugar, seen a television, or burned a match?

A THIRD WAY TO TAKE NOTES: MAPPING WITH NUMBERS

When the reading about which you are taking notes is organized in a sequence, you can still use a kind of MAPPING for your note taking. You do this by numbering the *supporting details* on your MAP. Then, the details show the order of the sequence.

Look at the MAP below, and you'll see an example of MAPPING WITH NUMBERS.


1. Hot weather, thunderstorm
5. Hail blown down, up- many times before hits ground
Cause of hail
2. Cold air over warm- upward wind
4. Rain freezes - hail
3. Rain blown up into cold air

HOW SHOULD *YOU* TAKE NOTES?

You have seen three different ways of taking notes in this unit: mapping, outlining, and mapping with numbers. All three of these methods can be helpful to you.

Use a way of taking notes which makes sense for you. You may want to use different note-taking methods at different times. Look carefully at the kind of reading which you're taking notes about. Then, decide which way of taking notes would work best for you.

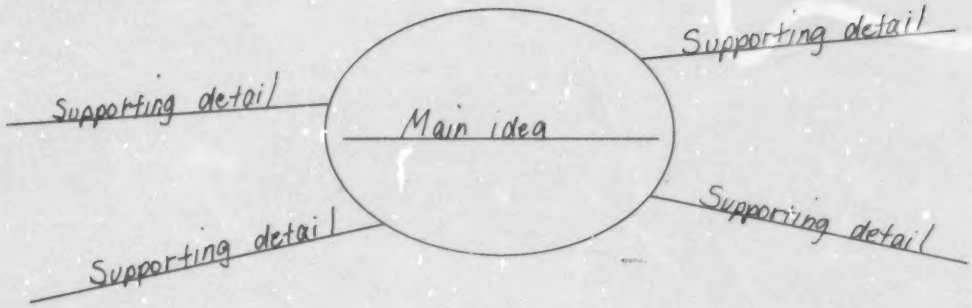
UNIT X SUMMARY: TAKING NOTES: MAPPING AND OUTLINING

Three good ways of taking notes are: OUTLINING
MAPPING
MAPPING WITH NUMBERS

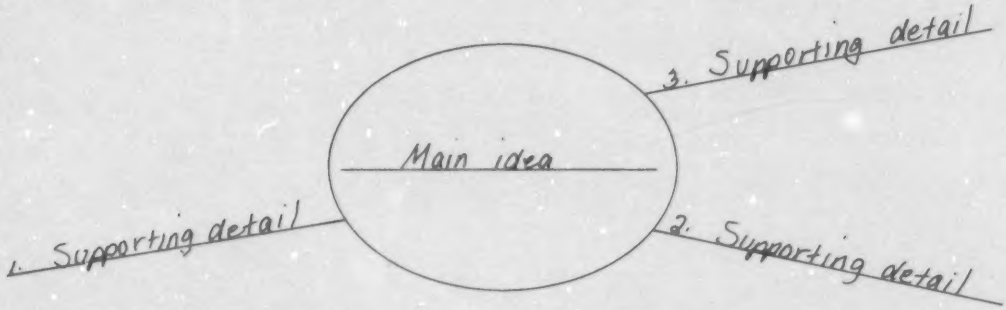
OUTLINING

I. Main idea
   A. Supporting detail
   B. Supporting detail
   C. Supporting detail
   D. Supporting detail

MAPPING



MAPPING WITH NUMBERS



TIPS FOR TAKING NOTES

1. When you take notes from reading, don't write in complete sentences. Write down only the words and phrases which tell you the ***main ideas*** and ***supporting details*** of the reading.

2. REMEMBER: Your notes are for you! Use a way of taking notes which works for you. Also, be sure that you understand what your notes say. You can take notes ***in your own words!***

3. You may want to use different ways of taking notes for different kinds of reading.

UNIT XI: LISTENING AND TAKING NOTES

INTRODUCTION

In the previous two units, you've learned about three ways of taking notes:

outlining
mapping
mapping with numbers

You have already used two of these note-taking methods to take notes from reading. These methods can be useful to you in many other ways. One of these ways is taking notes from listening.

This unit will give you practice in listening and taking notes.

LISTENING AND TAKING NOTES

Much of what you need to learn to do well in any class will be covered in the class itself. One way to learn more in class is to take notes.

Taking *brief* notes in class can help you to learn in the following ways:

1. Taking notes in class will help you to find the main ideas of what's being said because you'll only want to write down the main ideas.

2. Writing down the main ideas as notes will help you to learn them better.

3. When you take notes in class, you can use your notes later to study for a test.

HOW DO YOU START?

Before you start to take notes from listening, decide which note-taking method you plan to use. At first, use the method with which you are most comfortable, the one which seems the easiest for you.

Once you feel comfortable with one note-taking method, try using the others. You may want to follow these suggestions:

1. You can use the *outline* method for any kind of organized talk. (In an organized talk, the speaker has put the main ideas and important details into an order to share with you.) Sometimes your teacher will put an *outline* on the board at the beginning of class or during class. Use this *outline* as a starting point for your *outline* notes.

2. You can also use the *mapping with numbers* method for an organized talk.

3. You can use the *mapping* method or the *mapping with numbers* method for taking notes during any activity which is less organized, such as a class discussion or question period.

TIPS FOR TAKING NOTES FROM LISTENING

1. Be an *active* listener! Try to make sense of what the speaker is saying. Try to connect what the speaker is saying with what you already know.

2. If you can, "picture" in your mind what is being said.

3. Before you start to take notes, think about how the speaker has organized what he or she will say. For example, is there an outline on the board? Is it a class discussion? Then, decide what method you want to use to take notes.

4. Try to spend most of your time listening. Figure out what the main ideas are and write them down. Use only words and phrases, not complete sentences. Remember: your notes are for you; make sure that they make sense to you!

5. When your teacher tells you that you'll need to know something, be sure to write it down.

EXERCISE 1

Directions: Your teacher will give a talk for a few minutes. Take notes from the talk in the space below.

LOOKING AT YOUR NOTES

Directions: Look carefully at your notes from Exercise I. Then, answer the questions below.

1. What note-taking method did you use? _____

2. How well did this method work for you?

_____

_____

3. Do your notes make sense to you? _____

4. How could you make your notes better or more helpful to you?

_____

_____

EXERCISE II

Directions: Your teacher will lead a short class discussion. Take notes from the discussion in the space below.

UNIT XI SUMMARY: LISTENING AND TAKING NOTES

Much of what you need to learn for any class will be covered in the class itself. Taking *brief* notes in class can help you with this learning.

Use a note-taking method with which you are comfortable when you start. Later on, you may want to use different methods in different situations. For example:

1. You can use the *outline* method for any kind of organized talk. You can also use *mapping with numbers* for an organized talk.

2. You can use the *mapping* method or *mapping with numbers* for taking notes during a less organized activity, such as a class discussion.

Be an *active* listener! Try to make sense of what the speaker is saying. Spend most of your time listening. Figure out what the main ideas are and write them down in words and phrases.

Remember: your notes are for you; take notes that make sense to you.

UNIT XII: PUTTING A BOOK TOGETHER

INTRODUCTION

Almost every textbook has many different parts other than just the *body* or *text* of the book, that is, the written sections in each chapter. Most of your textbooks have all of the parts listed below:

Title page, and copyright page
Table of Contents
Body or text
Glossary
Index
Bibliography

When you know how to find and use all of these parts, your textbooks can become more helpful to you in your learning.

In this unit, you'll learn about the different parts of a textbook by putting a book together. The *body* of the "book" you will put together is actually an article called "Monkey Business."

EXERCISE I

Directions: Turn to page 75, and *survey* the article "Monkey Business."

TITLE PAGE AND COPYRIGHT PAGE

The *title page* is at the very beginning of a book. The *title page* tells you the title of the book. It also lists the author and publisher and where the book was published.

The *copyright page* is usually right after the title page. This page tells you who has the right to print the book and when the book was first printed.

EXERCISE II

Directions: (A) Find the *title page* in your study skills book and locate the following information:

What is the title of this book?

Who is the author?

Who published the book?

Where was the book published?

(B) Find the *copyright page* of this book. Locate the following information:

Who has the right to print this book?

When was this book first printed?

(C) Using the title page and copyright page in this book both as a source of information and as a model, make up a *title page* for *Monkey Business.*

TABLE OF CONTENTS

The *table of contents* tells you what you will find inside the book. It lets you know about the main ideas that are covered in the book. The *table of contents* also tells you how many chapters there are in the book and on what page each chapter begins.

You can find the *table of contents* in the front of the book, usually right after the copyright page.

EXERCISE III

Directions: (A) Find the *table of contents* in your study skills book and examine it.

(B) Read over the "book" *Monkey Business.* Decide what the chapter headings should be, and make a list of these headings.

(C) Create a *table of contents* for *Monkey Business.* Your table of contents should contain chapter titles and pages on which the chapters begin.

GLOSSARY

The *glossary* of a textbook is a lot like a dictionary for that book. It lists words which are new or unfamiliar to most readers and tells you how the words are pronounced, what part of speech they are, and what their meanings are.

The *glossary* covers meanings which are used within that book. It often doesn't list every meaning of a word as a dictionary would.

You can usually find the *glossary* at the end of the body of the book.

EXERCISE IV

Directions: (A) Read the "book" *Monkey Business.*

(B) There are 17 underlined words or terms in the body of *Monkey Business.* Find all of these words or terms; make a list of them, and put the list into alphabetical order.

PLEASE NOTE! A term is a group of words that have a particular meaning together. The terms in *Monkey Business* are animal behaviorists, endangered species, and hurdy-gurdy man.

In a *glossary,* terms like these are listed as if they were a single word.

(C) Using context clues or a dictionary, write a glossary definition for each underlined word or term in the body of the "book." Be sure to use the same meaning that is used in *Monkey Business.*

(D) Put your words and definitions together, so you have a *glossary* for *Monkey Business.*

INDEX

An *index* lists specific names and ideas found within a book. This list is in alphabetical order. Numbers of the pages where ideas and names can be found are listed after the names and ideas.

You can usually find the *index* at the very back of the book. Some reference books have a separate volume for the index.

EXERCISE V

Directions: (A) All of the words and terms in the list below appear in the "book" *Monkey Business*. Put this list of words and terms into alphabetical order.

Pre-monkey	Tree shrew	Bushbaby
Tarsier	New World monkeys	Old World monkeys
Proboscis monkey	Spider monkey	Hurdy-gurdy man
Monkeys as pets	Zoos	Endangered species
Colobus monkey	Guenons	Woolly monkey
Howler monkey	Uakari	Langur
Macaque	Owl monkey	Marmoset
Mangabeys		

(B) Read the "book" *Monkey Business*. As you read, locate the words from the list above in the body of the book. Each time that you find a word in the body of the book, write that page number after the word in the list.

Make sure you find each time that each word appears.

(C) Put all of the words and page numbers together, so you have an index for *Monkey Business*.

BIBLIOGRAPHY

A *bibliography* is a list of references that an author has used to help him or her write a book or article. References can include books or articles.

A *bibliography* lists the references alphabetically by the author's last name.

A *bibliography* is set up in the following way:

> Author's last name, First name. *Title.* Place published: Name of publisher, Date published.

You can usually find the *bibliography* just before the index at the back of the book.

EXERCISE VI

Directions: (A) Arrange the references for *Monkey Business* listed below in correct alphabetical order.

(B) Write out a *bibliography* for *Monkey Business.* Be sure that you have punctuated everything correctly.

Whitlock, Ralph. *Chimpanzees.* Milwaukee: Raintree Children's Books, 1977.

Morris, Dean. *Monkeys and Apes.* Milwaukee: Raintree Children's Books, 1977.

Shuttlesworth, Dorothy. *Monkeys, Great Apes, and Small Apes.* Garden City, New York: Doubleday and Company, Inc., 1972.

Leen, Nina. *Monkeys.* New York: Holt, Rinehart, and Winston, 1976.

Annixter, Jane and Paul. *Monkeys and Apes.* New York: Franklin Watts, 1976.

MONKEY BUSINESS

Introduction: A Brief History

At zoos, people often find themselves standing in front of monkey cages. They stare at the intelligent animals that seem curiously like humans. Monkeys can use simple tools, and their hands twist and turn cleverly. Monkeys even seem to have emotions. Actually, monkeys are like humans in another way. They both belong to the same group of *mammals,* as do chimpanzees and apes. This group is called *primates.* All primates have grasping hands or feet, well-developed vision, and relatively large brains.

The primate story began many millions of years ago. A "pre-monkey" known as the *tree shrew* made his appearance on the earth about 70 million years ago. He preferred the high tree tops where he could look down safely upon the giants we know as dinosaurs. He was one of the first mammals. Since he was so tiny, he was timid. He preferred hiding to fighting. His clever, long fingers, a brain that was large for his size, and his ability in climbing made the tree shrew a survivor. He still lives today, long after the dinosaurs, on the island of Madagascar (a large island off the eastern coast of Africa).

The tree shrew, the *bushbaby,* and the *tarsier* are some of the animals we call "pre-monkeys." They are like monkeys in many ways, but they aren't as highly developed as monkeys are.

tree shrew

tarsier

Notice the huge, staring eyes. Unlike "real" monkeys' eyes, these eyes cannot move within their sockets.

bushbaby

The first of the "real" monkeys emerged about 30 million years ago. Unlike the "pre-monkey," monkeys have eyes which move in their sockets, arms and legs more useful for speedy climbing and running, hands better developed for holding, and a larger and more complicated brain.

Two Classifications

Monkeys come in all sizes, shapes, and colors. But they fit into two large *classifications* or categories. These classifications are Old World monkeys and New World monkeys. They are put into these classifications because of where they are found. Old World monkeys are found in the rain forests of Africa and Asia. They are also found in the islands off these *continents.* New World monkeys are found in the rain forests of South America and Central America. A few can even be found in Mexico. There are many noticeable differences between these two kinds of monkeys.

Old World Monkeys

Old World monkeys are generally considered to have more intelligence than New World monkeys. They will often use simple tools, such as a stick for digging out delicious ants or a rock for killing small game. Their noses are more like human noses than those of New World monkeys are. They are narrow and point downward.

Old World monkeys have 32 teeth, the same as humans have. They have tough protective pads under their *haunches.*

At one time, *animal behaviorists,* scientists who study animal behavior, thought that Old World monkeys were more disagreeable than New World monkeys. Old World monkeys were believed to be more dangerous as they fiercely guarded their *territories.* Modern animal behaviorists disagree. They point to the poor conditions under which the first studies were made. The monkeys were kept in small cages, were not fed proper foods, and often were teased. No wonder the monkeys appeared to be fierce!

New World Monkeys

New World monkeys often have a long and agile tail; most Old World monkeys do not. This tail can be used as another hand for grasping and swinging. These tails are called *prehensile* because of their grasping qualities.

The New World monkeys have broad and round noses. They rely on *instinct* for survival. They rarely use tools as Old World monkeys do. Their bodies are generally longer and slimmer. This makes climbing and traveling through the trees easier. Almost all New World monkeys live in trees. Some Old World monkeys get too heavy to feel comfortable staying high up in the air on slender branches.

Proboscis Monkey watching from his tree top.

Proboscis Monkey

Proboscis means long nosed in Latin. The bright red head and the long nose of the adult proboscis make it one of the strangest looking creatures in the animal world. The adult male's nose can reach three inches below its chin. Scientists believe this nose could be the sounding board for the long drawn out "honk" or "kee-honk" of the proboscis. The proboscis lives in the rain forests of Borneo, an island in the western Pacific Ocean, and travels through the trees in large, noisy troops.

The proboscis is an example of an Old World monkey. He may weigh less than a pound at birth, but when he becomes an adult, he weighs up to fifty pounds. The female weighs about twenty-five pounds. The proboscis does not have sunken eyes like many monkeys. His eyes are small, and he seems to look out intelligently. A baby proboscis' nose will start out looking much like any other monkey's nose. As the monkey matures, the nose grows, and the lips draw into a smile. It's almost as if the proboscis knows what a strange looking character he is!

The proboscis eats large amounts of leaves. He also enjoys shoots from mangoes and other fruit. However, he is not an overworked monkey, constantly on the lookout for food. He eats when he wants to. He usually prefers to spend his time lounging on his back or sitting motionless among the tree leaves. He also enjoys an occasional swim in a tropical river or lake.

Hunters value the proboscis monkey for his rust colored fur. This is one reason why the proboscis is on the *endangered species* list.

Proboscis male - his nose can be three inches longer than his chin!

Spider Monkey

One of the most common New World monkeys is the spider monkey. This monkey gets her name because of her "spider-like" appearance as she moves through the trees at remarkable speeds. Her prehensile or grasping tail helps her to be quick and agile. She uses her tail to climb high into the rain forests of South and Central America and Mexico. The tail can also help the spider monkey grab bits of food as she stretches down from the trees. The end of the tail has a patch of bare skin which is very sensitive. It can pick up a small fruit or a peanut.

Spider - reaching for delicate bits

The spider monkey usually travels in small bands or groups. However, up to thirty spider monkeys have been seen traveling together. Their voices cut through the rain forest in a high pitched warning yelp. This sounds a lot like many barking terriers.

One of the spider monkey's favorite sports is wrestling. She does not like to swim, even though experiments have shown that she can swim quite well. The spider monkey prefers to hook her long tail on a branch and swing back and forth like a hammock.

The spider monkey is the monkey we picture traveling with the *hurdy-gurdy man*. The traveling musician would play his wind-up organ on the street as his spider monkey begged for coins.

"Hurdy-gurdy" man and his trained monkey.

Monkeys in Captivity

Monkeys don't usually adapt very well as pets. They seem quite happy and sweet when they are young but often grow up to be moody and unpredictable. They bite and spit at times and do cute tricks at other times.

Zoos keep many types of monkeys. These monkeys adapt very well if they have large, clean cages which also have equipment for climbing and swinging.

Besides having monkeys for people to watch, zoos want to help any monkeys which are an endangered species. Monkeys are hunted for food, fur, pets, and medical research. Also, each year more and more rain forests are being cut down and developed by builders. Monkey populations all over the world are on the *decline.* Since monkeys *breed,* or reproduce their young, very well in captivity, a well-kept zoo is an important place for them.

Some information about the kinds of monkeys you might find in a zoo is listed below.

Type of monkey	Zoo life span	Home continent
Colobus monkey	8-12 years	Africa
Guenons	20-30 years	Africa
Howler monkey	10-15 years	Central, South America
Langur	10-20 years	Asia
Macaque	25-30 years	Asia
Mangabeys	15-20 years	Africa
Marmoset	2-8 years	South America
Owl monkey	10-13 years	Central, South America
Proboscis monkey	4-10 years	Asia
Spider monkey	17-20 years	South, Central America
Uakari	5-9 years	South America
Woolly monkey	10-12 years	South America

Perhaps you'll go to a zoo one day. If you do, stand in front of the monkey cage and try to imagine being in the rain forests of South America, Central America, Africa, or Asia. Don't be surprised if you think you see a monkey look right at you and then seem to be laughing. He may just think humans are strange looking creatures!

EXERCISE VII

Directions: Answer the questions below, using the table of contents, the glossary, the index, and the bibliography which you have put together for *Monkey Business.*

1. By looking at the table of contents, can you tell if this book will inform you about what monkeys eat? How do you know?

_____

_____

2. Use the glossary to help you answer this question: Can you give an example of an *instinct?*

_____

3. Use the index to help you answer this question: What is unusual about the "pre-monkey's" eyes?

_____

_____

4. Use the bibliography to help you answer this question: Which book is the most recent source of information for *Monkey Business?*

_____

EXERCISE VIII

Directions: Answer the questions below, using the parts of the "book" *Monkey Business* which you have put together. Then, in the marked space, write which part(s) of the book you used to help you answer the question.

EXAMPLE

What chapter would you read if you wanted to learn about how monkeys live in zoos?

_____

Part of the book: _____

1. Are you a mammal? Name three kinds of mammals.

_____

_____

Part of the book: _____

Continued on the next page.

2. Where does the squirrel monkey live?

_____

Part of the book: _____

3. Where are Raintree Children's Books published?

_____

Part of the book: _____

4. What kind of question might you ask an animal behaviorist about your pet dog?

_____

_____

Part of the book: _____

5. Are monkeys good pets? Why or why not?

_____

_____

Part of the book: _____

6. Where would you find a description of the Proboscis monkey?

_____

Part of the book: _____

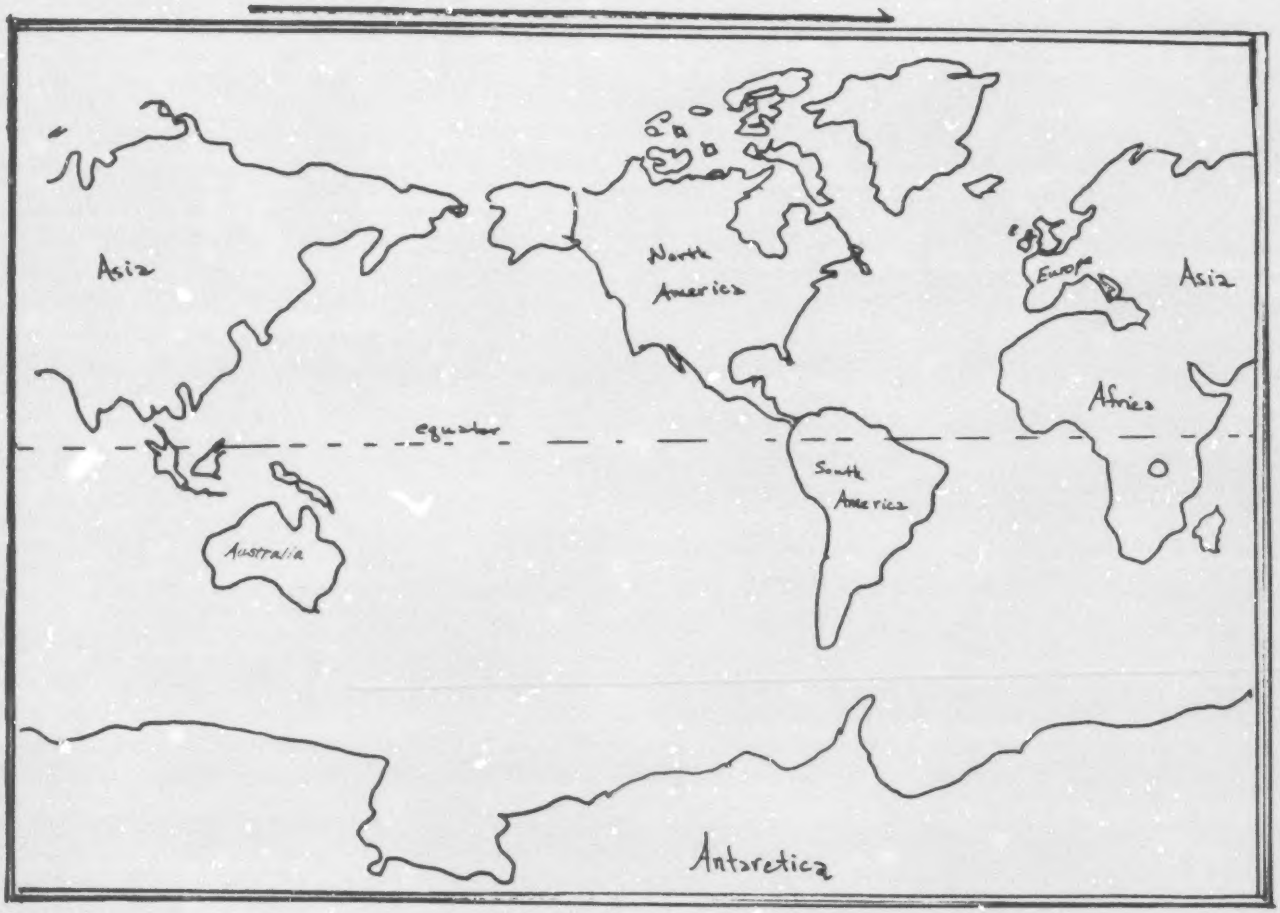
ADDITIONAL EXERCISES

EXERCISE IX

Directions: Look at the map below. All of the continents are labeled. Look at the list of monkeys below the map.

Create a symbol for each monkey. Put that symbol beside the monkey's name and on the continent where the monkey lives. (Colobus monkey is already marked as an example.)

Give your map a name!



KEY

Colobus monkey ○	Langur	Marmoset	Spider monkey
Guenons	Macaque	Owl monkey	Uakari
Howler monkey	Mangabeys	Proboscis monkey	Woolly monkey

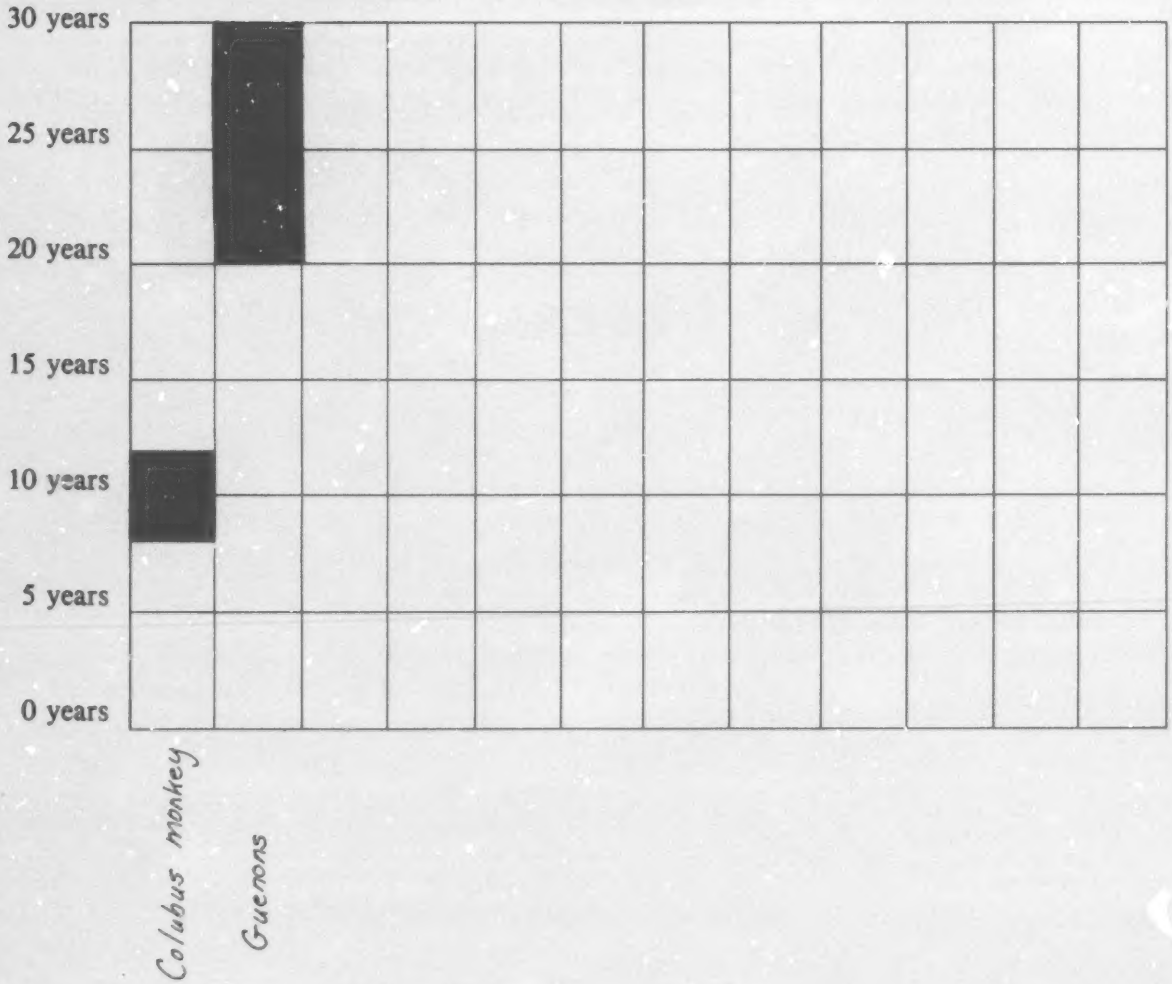
EXERCISE X

Directions: Look at the *bar graph* below. It tells you that the colobus monkey will live 8-12 years in a zoo. What else does the graph tell you? Write the other information in the graph on the line below.

_____

Fill in the life span information about the other monkeys listed on page 78 in the graph below.

LIFE SPAN OF ZOO MONKEYS



UNIT XII SUMMARY: PUTTING A BOOK TOGETHER

You can use your textbooks to help you learn when you understand how the parts of a book fit together. Also, when you want to find out specific information, knowing the parts of a textbook and how to use them can save you time and effort.

The main parts of a textbook are:

1. The *title page* tells you the title of the book. It also tells you the author, the publisher, and where the book was published.

2. The *copyright page* tells you who owns the right to print the book and when the book was first printed.

3. The *table of contents* informs you about what the chapters are in the book and on what page each one starts. It can also help you to find out what main ideas are covered within the book.

4. The *body* or *text* of the book includes all of the written sections in each chapter.

5. The *glossary* is like a dictionary for new or unfamiliar words used in the book. Words in a glossary are listed in alphabetical order; each listing tells you the meaning of that word as it's used in the book.

6. The *index* is an alphabetical listing of specific names and ideas found within a book. Numbers of the pages where the names and ideas can be found are listed after the names and ideas.

7. The *bibliography* lists all of the references, the books and articles, which the author has used in writing the book.

UNIT XIII: SOLVE IT YOURSELF

INTRODUCTION

Every day you solve problems. Sometimes the problems are not earth shattering, but they're still problems. For example:

How can I manage to sit next to _____ in class?

How can I mend my favorite pair of jeans without putting huge stitches in them?

How will I have time to do my homework *and* watch my favorite TV show?

When you solve a problem, you usually follow certain steps. Perhaps you're not aware of using these steps, but you probably do. Look carefully at the *steps for problem solving* below, and see how many you can recognize.

STEPS FOR PROBLEM SOLVING

1. Look at the situation carefully so you can figure out what the problem is. Then, tell yourself exactly what the problem is.

2. Think of at least two or three possible solutions to the problem.

   Try to think of as many possible solutions as you can. With more possible solutions, you have a better chance of solving the problem.

3. Examine your list of possible solutions and choose the one which seems best.

4. Try out your solution to see how well it works.

5. If your solution doesn't work, then use one or both of the steps below:

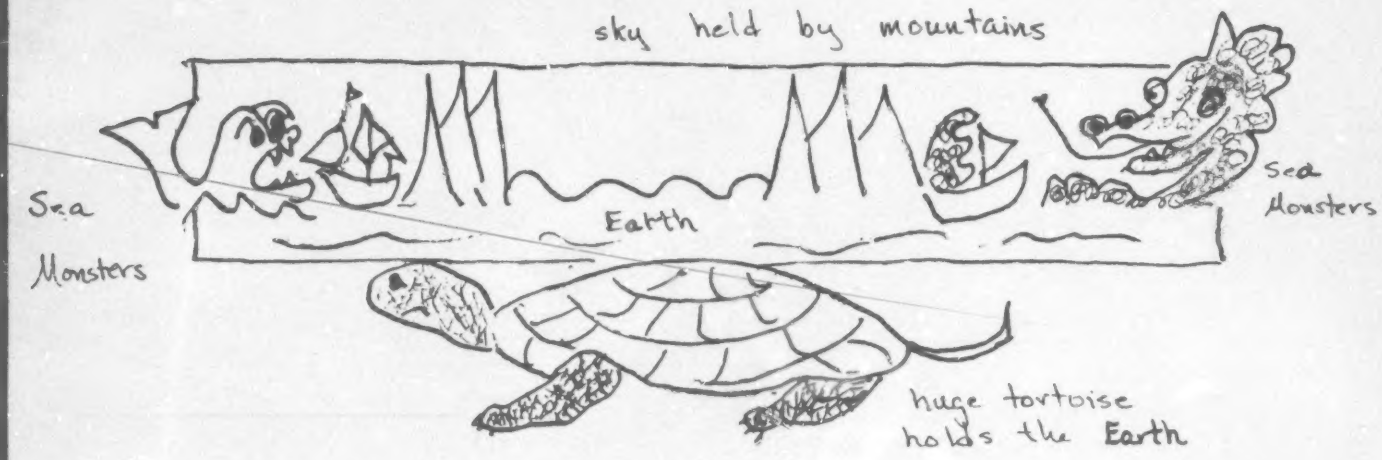
   a. Try another solution from step #2.

   b. Research the problem. Look at what other people have said and done about similar problems. You may want to look at books and magazines in the library. You may also find it helpful to talk with people about the problem.

      Once you've done your research, then start again with step #2.

PROBLEM: IS THE EARTH ROUND OR FLAT?

Directions: Look at the diagram below; read the three paragraphs beneath it. Then, follow instructions #1, #2, and #3 on the next three pages.



The diagram above shows one way that people saw the earth before science taught us the way that we see the earth now.

Of course, we don't believe that this diagram is the truth. The flat earth isn't held up by a giant tortoise; the round earth is orbiting around the sun and spinning on its axis. We know this because travelers have circled the world and told us all about it. We've seen pictures of the round earth taken from outer space, and our textbooks explain how gravity works and what goes on in our solar system. Mostly, though, we know the earth is round because we've been told that ever since we've been able to remember.

How could someone without all of this information ever figure out that the earth is round? Ancient Greek sailors were able to do it. Read instruction #1 on the next page, and see if you can figure out how.

Instruction #1: Read the story below carefully.

A STORY ABOUT GREEK SAILORS

Over two thousand years ago many sailors lived in a land called Greece. This land is a peninsula which juts out into the Mediterranean Sea. Look at the map below, and you can see where Greece is located.

Many Greek sailors were good problem solvers. They figured out that the earth is round long before anyone else did. To appreciate how smart they really were, you need to know these facts:

1. Very few people believed that the earth is round at that time.
2. These Greek sailors traveled to many lands on the Mediterranean Sea but never beyond the lands which touched on its shores.
3. Nobody ever told the Greek sailors that the earth is round.

However, some Greek sailors did figure out that the earth is round from what they *observed* in their travels on land and sea. HOW COULD THEY HAVE FIGURED THIS OUT? *This is the problem you have to solve.*

Turn to the next page and follow instruction #2.

Instruction #2: Discuss the problem within your group. Have one group member say exactly what the problem is. Be sure that everyone in the group agrees.

Then, think of as many possible solutions as you can, and list these ideas on the lines for possible solutions below. Be sure to write down *all* of the suggestions raised even if they sound silly at first.

Each group member should write down all of the possible solutions.

POSSIBLE SOLUTIONS

Turn to the next page and follow instruction #3.

Instruction #3: Read through your list of possible solutions. Discuss these suggestions within your group, and, as a group, choose the *two best possible solutions.*

Write your two best possible solutions on the lines below.

1. _____

_____

2. _____

_____

When you have decided on your two best solutions and have written them on the lines above, let your teacher know that you've finished.

* * * \

THE SPINNING EARTH

Long ago, before men traveled to distant lands or crossed the seas in ships, they thought the earth was small and flat. Some thought if they sailed too far over the ocean they would fall over the edge. Other men, who lived far inland, cut off from the sea by the mountains, thought these mountains formed the edge of the earth and were there to hold up the sky.

We all know that the earth is round, like a ball; but it does *look* flat, all the same. In open country on a clear day the trees and fields spread out as far as we can see. And the line where the ocean seems to meet the sky, the horizon, looks perfectly straight and level. The earth looks this way to us because it is so big.

But although it looks flat, there is really quite an easy way for you to prove to yourself that it is really round. When you are next at a seashore, watch how a ship *comes over* the horizon. First you see only the smoke from its funnels. Then the funnels appear, and then the hull. Gradually the whole ship comes into view. This would not happen if the earth were flat. No matter how far away it was, if you could see it at all you would see the whole ship. If you watch a ship steaming away from the coast, then things happen in reverse. Gradually the ship disappears over the horizon.

The ancient Greeks first discovered that the earth is round over two thousand years ago. They were great travelers and visited many distant lands. Some of them traveled as far as Egypt and Persia, hundreds of miles south of their own country. When they looked at the night sky they saw low down in the south stars they had never seen before. They also found that the summer sun got higher in the sky at midday the farther south they traveled. If the earth were flat we should see the same stars from anywhere on its surface. Also, the midday height of the sun on any day would be the same all over the earth.

How could the Greek sailors have figured out that the earth is round? Write the solutions that you found in your reading on the lines at the top of the next page.

SOLUTIONS FOUND IN "THE SPINNING EARTH"

_____

_____

_____

_____

_____

_____

UNIT XIII SUMMARY: SOLVE IT YOURSELF

When you want to solve a problem, try to use these five steps for problem solving:

1. Figure out what the problem is. Tell yourself exactly what the problem is.
2. Think of at least two or three possible solutions.
3. Examine the possible solutions, and pick the best one.
4. Try out your solution to see how well it works.
5. If your solution doesn't work, use one or both of the steps below:
    a. Try another one of your possible solutions from step #2.
    b. Do some research into the problem; then start again with step #2.

UNIT XIV: STUDYING AND TEST TAKING

INTRODUCTION: STUDYING

Studying means learning. When you are studying to be a musician, a carpenter, or a soccer player, you need the right *environment* for your learning. The *environment* is everything that surrounds you. For example, when you are learning to play a musical instrument, you need a quiet place where you can hear what you're playing and where no one will bother you.

When you are studying for school, you also need the right *study environment*. The first part of this unit will help you to think about what kind of *study environment* is good for you. It will also give you a few suggestions for how you might make better use of your study time.

EXERCISE I

Directions: Read the paragraphs below and follow the instructions in the third paragraph.

Suzanne's teacher spent the first few days of school talking about the conditions in a good study or learning environment. He said that people have different ways of learning, and so different people can learn best in different kinds of *study environments*. He wanted all of his students to experiment with different *study environments* and find out what helped them to learn better.

Suzanne tried many different conditions before she found the environment that was best for her. Her two most different experiments are pictured on page 92.

Look at the pictures of Suzanne's two study environments. Compare the conditions in the two environments. Then, on the lines below, write down all of the differences which you see.

ENVIRONMENT #1

light at her feet

ENVIRONMENT #2

light overhead

Environment #1

Environment #2

EXERCISE II

Directions: Look at both of the lists you've made on page 91. Circle all of the conditions in both lists that would distract or bother *you* if you were trying to learn.

Now, make a list on the lines below of what you would want in an environment that would help you study.

_____

_____

_____

_____

_____

_____

TIPS FOR STUDYING

1. Each person seems to have good times of the day for learning. When do you learn best? In the morning, the afternoon, or the evening? Try to figure out when is the best time for you to study.
2. When you study at home, ask your family to help you by keeping things fairly quiet.
3. Before you leave school, ask yourself, "What will I need to take home tonight?" Then, take what you need with you.
4. Have your materials together when you start to study. Ask yourself, "Do I need a pencil and paper? A dictionary? Anything else?"
5. How long can you pay attention when you're doing school work? Experiment to find out. If you can concentrate for fifteen or twenty minutes, plan to study for that long. Then, do something active and fun for a few minutes before you start again.
6. Each time that you plan to study, set *goals* for yourself. These goals should be things that you can really do in the time that you have. For example, you may not be able to read an entire book for a book report. Instead, decide how many chapters you can read, and try to reach your goal.

INTRODUCTION: TEST TAKING

When you put your time and effort into studying for a test, you want to do well. To do that, you need to learn the material which the test covers. You can also do better on tests if you understand how to answer the different kinds of questions. This part of the unit will suggest some tips you can use with four different types of test questions:

true/false questions
matching questions
multiple choice questions
short answer questions

TRUE/FALSE QUESTIONS

True/false questions are statements which you are asked to judge: are they true or false?

Tips for true/false questions

1. Read the question carefully. If *any part* of the statement is false, then it is a false statement. Mark it false.
2. Watch for "key words" like the ones listed below. Think about what these words mean in the statement; they can help you make a decision.

always	all	never
only	usually	often
frequently		

EXERCISE III

Directions: Read the statements below. Decide whether each statement is true or false. Mark a T for true or an F for false in the space before each statement.

_____ 1. All people who live in Norway have blond hair.

_____ 2. Mercury, Venus, Jupiter, Mars, and the Earth's moon are planets within our solar system.

_____ 3. Plants never grow unless they get direct sunlight.

_____ 4. Good athletes always begin to learn their sport when they are very young.

_____ 5. The United States was created before the telephone was invented.

MULTIPLE CHOICE QUESTIONS

Multiple choice questions ask you to choose the right answer from a group of possible answers.

Tips for multiple choice questions

1. Read the question carefully. Then, see if you know the answer to the question *before* you even look at the choices.
2. Read all of the choices given, and pick the *best* answer. Some questions give two or more answers which are right in some way. You need to pick the one which is the *best* answer.
3. Be sure to read *all* of the choices given, even if the first or second one seems right. They may all be correct, and the last choice may be "all of the above."
4. If you don't know which answer is right, cross out all of the ones which you know are *wrong*. Then, pick the best answer from the remaining choices. If you don't know which is best, make a good guess.
5. You should always put down an answer, even if it's a guess, on multiple choice tests unless your teacher tells you not to guess.

EXERCISE IV

Directions: Answer each of the questions below by writing the letter of the correct answer in the blank at the right.

1. The word "watch" means: (A) a timing device (B) to look at something closely (C) a duty on a ship (D) all of the above. _____

2. Railroads played an important role in American history because (A) they transported all of the country's supplies (B) they never broke down (C) they were often smelly, so people started taking airplanes (D) they provided efficient transportation for people and supplies. _____

3. When Columbus set sail in 1492 (A) the earth wasn't round (B) all people believed that the earth wasn't round (C) Columbus believed that the earth was round (D) almost all of the sailors believed that the earth was round. _____

4. Bats are unlike most mammals because they (A) never eat eels (B) have body temperature changes (C) cannot learn to read and write (D) hibernate in the summer when it is the coldest. _____

SHORT ANSWER QUESTIONS

Short answer questions ask you to write in the correct answer as part of a statement. They are also called "fill in the blank" questions.

Tips for short answer questions

1. Read the question carefully. Ask yourself: what is this question asking? Then, write in the answer if you know it.

2. If you don't know the exact answer but do know something related to it, write down what you *do* know. You may get partial credit for it.

3. If you don't know the correct answer but have an idea about it, make a good guess!

EXERCISE V

Directions: Read the statements below. Fill in the best answer that you know.

1. There are _____ months of the year that begin with the letter "J."

2. The third American president was _____ .

3. The three states of matter are gas, solid, and _____ .

MATCHING QUESTIONS

Matching questions usually give you two lists of information and ask you to match things on one list with things on the other.

Tips for matching questions

1. Match the easiest things first, the ones you know most about.
2. When you've matched an item, cross out its number or letter, so you know that you've already done it.
3. If you're not sure about any of the items, make a good guess!

EXERCISE VI

Directions: Read the two lists below. Write the number of the piece of sports equipment in the blank before the sport for which you'd use that equipment.

a. _____ baseball	1. shoulder pads
b. _____ football	2. hoop
c. _____ basketball	3. paddle
d. _____ field hockey	4. mallet
e. _____ ping pong	5. hockey stick
f. _____ polo	6. bat

UNIT XIV SUMMARY: STUDYING AND TEST TAKING

Your *study environment* can have a lot to do with how well you learn. Find out what kind of study environment works best for you. Then, do your studying in that kind of an environment.

When you understand how different kinds of questions work, you can often do better on tests.

1. True/false questions

   If the answer is partly false, mark it false. Watch out for "key words" like always, never, or only. These words can help you decide whether a statement is true or false.

2. Multiple choice questions

   Read the question, and see if you know the answer before you look at the choices. Then, read all of the choices and pick the *best* answer. If you're not sure about the answer, cross out the choices which you know are wrong; then, choose the best remaining answer. Make a good guess!

3. Short answer questions

   Read the statement carefully. If you don't know the exact answer, write down the best answer you can think of.

4. Matching questions

   Match the items you know first; then, cross them out. Make a good guess about the remaining items.

THIS BOOK IS THE PROPERTY OF:

STATE _____
PROVINCE _____
COUNTY _____
PARISH _____
SCHOOL DISTRICT _____
OTHER _____

Book No. _____
Enter information in spaces to the left as instructed.

ISSUED TO	YEAR USED	CONDITION	
		ISSUED	RETURNED

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.